

# MAINE STATE LEGISLATURE

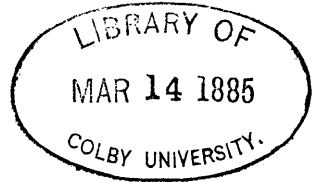
The following document is provided by the  
**LAW AND LEGISLATIVE DIGITAL LIBRARY**  
at the Maine State Law and Legislative Reference Library  
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied  
(searchable text may contain some errors and/or omissions)

Public Documents of Maine:

BEING THE



ANNUAL REPORTS

OF THE VARIOUS

Public Officers and Institutions

FOR THE YEAR

1884.

---

VOLUME II.

---

AUGUSTA :

SPRAGUE & SON, PRINTERS TO THE STATE.

1884.

THIRTIETH ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
COMMON SCHOOLS.  
STATE OF MAINE.

1883.

---

AUGUSTA :  
SPRAGUE & SON, PRINTERS TO THE STATE.  
1884.





# State of Maine.

---

EDUCATIONAL DEPARTMENT, }  
Augusta, Dec. 31, 1883. }

*To Governor FREDERICK ROBIE, and the Honorable Executive Council:*

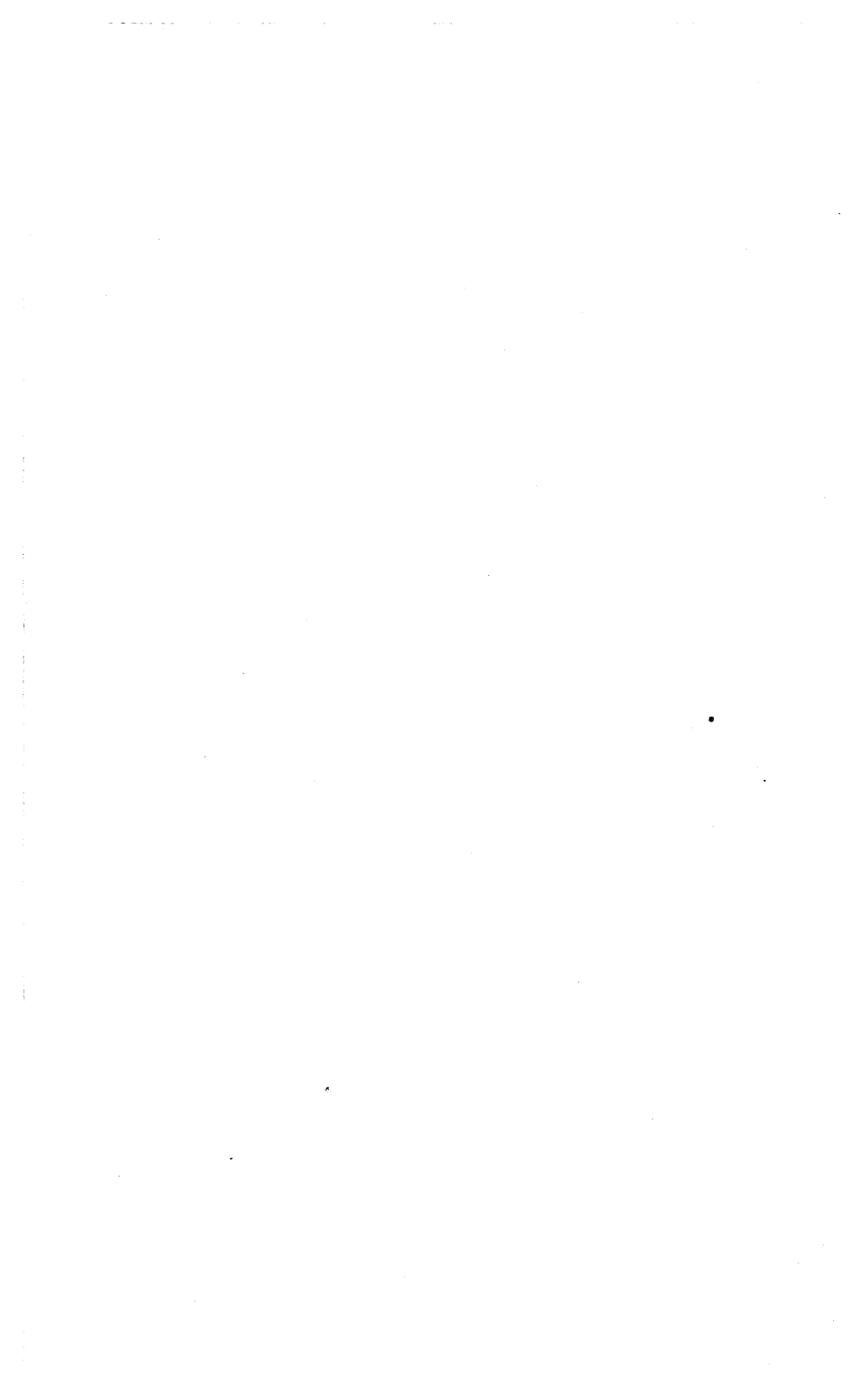
GENTLEMEN: — As required by law, I respectfully submit the following Report of the condition, progress, and needs of the Public Schools of Maine.

Very respectfully,

Your obedient servant,

N. A. LUCE,

*State Supt. of Common Schools.*



# REPORT

---

## RETURNS.

The school committees and supervisors of nineteen towns and plantations have failed to make returns as required by law, thus subjecting their several municipalities to the loss of school money imposed by law as the penalty for such failure. Those towns and plantations are the following: Amherst, Argyle, Burlington, Carrying Place pl., Charlotte, Dexter, Eastport, Greenbush, Greenwood, Livermore, Long Island pl., Minot, No. 1 N. Division pl., No. 2 Grand Falls pl., No. 21 pl., Portage Lake pl., Silver Ridge pl., Thorndike, Waldo, Whitneyville.

By legislation of last winter, the failure of municipal officers to make, on or before the first day of July, the Fiscal School Returns required by law, is made subject to the same penalty as applies to the failure of school committees to make their returns, viz: forfeiture of ten per centum of the State school funds for the ensuing year. As the result there has been very much greater promptness than heretofore in the making of these returns. Nevertheless sixteen towns and plantations have proved delinquent and become subject to the forfeiture prescribed, viz: Augusta, Burlington, Byron, Cornville, Cyr pl., Eastport, Greenvale pl., Kennebunk, No. 1 N. Division pl., No. 2 Grand Falls pl., Portage Lake pl., Rangeley pl., Riley pl., Staceyville pl., Saco and Waldoboro'.

## COMMON SCHOOLS.

## STATISTICAL.

The following statements, compiled from the detailed statistics appended to this report, exhibit concisely the condition of the common schools as compared with that of last year. Taken with the analysis following them they indicate whether or not there has been improvement made, and in what directions and to what extent made.

## COMPARATIVE STATEMENTS.

I. *Resources and Expenditures.*

	1882-3.	1881-2.
Amounts available from town treasuries . . .	\$706,843	\$681,342
Increase . . . . .	\$25,501	
Amounts available from State treasury . . . . .	338,618	328,161
Increase . . . . .	10,457	
Amounts derived from local funds . . . . .	33,554	23,367
Increase . . . . .	10,187	
Total school resources—current . . . . .	1,079,015	1,032,870
Increase . . . . .	46,145	
Amounts expended—current expenses . . . . .	1,001,470	952,349
Increase . . . . .	49,121	
Balances unexpended . . . . .	77,545	84,762
Decrease . . . . .	7,217	
Amounts paid for supervision . . . . .	30,591	29,918
Increase . . . . .	673	
Amounts paid for new school-houses . . . . .	75,664	99,522
Decrease . . . . .	23,858	
Total expenditures—current and general . . . . .	1,107,725	1,081,834
Increase . . . . .	25,891	
Average expenditure per scholar — whole number in state . . . . .	5.19	5.08
Increase . . . . .	0.11	
Average expenditure per scholar — whole number attending . . . . .	7.54	7.31
Increase . . . . .	0.23	

Amount of school money voted for ensuing year .....	\$645,935	\$641,484
Increase .....	\$4,451	

## II. *Scholars and Attendance.*

Whole number of scholars in state .....	213,877	213,007
Increase .....	870	
Number of different scholars attending school	146,916	147,988
Decrease.....	1,072	
Number registered in summer schools.....	118,354	121,689
Decrease.....	3,335	
Average number attending summer schools..	99,707	99,339
Increase .....	368	
Number registered in winter schools.....	119,663	123,037
Decrease.....	3,374	
Average number attending winter schools...	99,561	100,541
Decrease.....	960	
Percentage of whole number of different scholars attending to whole number in state	.69	.69
Percentage of average number attending summer schools to whole number in state.	.47	.47
Percentage of average number attending winter schools to whole number in state ..	.46	.47
Decrease.....	.01	
Percentage of average attendance for year to whole number in state.....	.47	.47
Percentage of average to registered attendance in summer schools.....	.82	.82
Percentage of average to registered attendance in winter schools .....	.83	.82
Increase .....	.01	

## III. *Length of Schools.*

Average length of summer schools .....	10w. 0d.	10w. 0d.
Average length of winter schools.....	11w. 0d.	11w. 1d.
Decrease .....	1 day	
Average length of schools for year ...	21w. 0d.	21w. 1d.
Decrease.....	1 day	
Aggregate number of weeks of summer schools taught in State.....	49,680	49,960
Decrease.....	280	

Aggregate number of weeks of winter schools taught in State.....	51,216	52,588
Decrease.....	1,372	
Aggregate number of weeks of schools for year	100,890	102,548
Decrease.....	1,658	

IV. *Character of Schools.*

Whole number of different schools .....	4,797	4,955
Decrease.....	158	
Whole number of graded schools .....	777	769
Increase .....	8	
Whole number of ungraded schools.....	4,020	4,186
Decrease.....	166	
Number of ungraded schools having classes in history.....	2,061	2,037
Increase .....	24	
Number having classes in physiology .....	1,088	1,059
Increase .....	29	
Number having classes in book-keeping ...	1,351	1,251
Increase ....	100	
Number having classes in studies other than named in school law.....	1,180	1,282
Decrease.....	102	

V. *Teachers.*

Number of male teachers employed in summer schools .....	257	287
Decrease.....	30	
Number of male teachers in winter schools..	1,868	2,116
Decrease.....	248	
Number of female teachers in summer schools	4,711	4,709
Increase .....	2	
Number of female teachers in winter schools	2,788	2,587
Increase .....	201	
Total number of teachers in summer schools	4,968	4,996
Decrease.....	28	
Total number of teachers in winter schools .	4,656	4,703
Decrease.....	47	
Number of different teachers employed during year.....	7,599	7,797
Decrease.....	198	

Number who had had previous experience.	6,402	6,523
Decrease.....	121	
Number who had graduated from normal schools .....	601	532
Increase .....	69	
Average wages of male teachers per month, excluding board .....	\$31.87	\$29.59
Increase .....	\$2.28	
Average wages of female teachers per month, excluding board .....	15.36	14.60
Increase .....	0.76	

#### VI. *Text Books and School Appliances.*

Number of towns reporting "Schools well supplied with text books".....	431	440
Decrease.....	9	
Number of towns reporting "Schools not well supplied with text books".....	55	48
Increase .....	7	
Number of towns reporting "Schools supplied with uniform text books".....	363	386
Decrease.....	23	
Number of towns reporting "Schools not supplied with uniform text books".....	123	102
Increase .....	21	
Number of ungraded schools reported furnished with globes .....	350	358
Decrease.....	8	
Number of ungraded schools reported furnished with wall maps .....	1,455	1,583
Decrease.....	128	
Number of ungraded schools reported furnished with charts of any sort .....	205	251
Decrease.....	46	

#### VII. *School Districts and School Houses.*

Number of towns in State not having school districts .....	49	41
Increase .....	8	

## COMMON SCHOOLS.

Number of school districts in State.....	3,969	3,996
Decrease.....	27	
Number of parts of districts.....	321	315
Increase.....	6	
Number of school-houses.....	4,292	4,297
Decrease.....	5	
Number of school-houses reported in good condition.....	3,022	3,037
Decrease.....	15	
Number built during year.....	71	57
Increase.....	14	
Cost of same.....	\$75,664	\$99,522
Decrease.....	\$23,878	
Estimated value of all school property.....	2,970,956	3,073,576
Decrease.....	102,620	

VIII. *School Supervision.*

Number of towns electing supervisors.....	281	266
Increase.....	15	
Number electing school committees.....	216	225
Decrease.....	9	
Number of committees and supervisors failing to make returns as required by law.....	19	8
Increase.....	11	
Number of terms of school not visited as required by law.....	1,026	988
Increase.....	38	
Amount paid by towns for supervision.....	\$30,591	29,918
Increase.....	\$673	



## ANALYSIS OF STATISTICS.

A school system is, in one sense, a great productive agency or institution. It has its working capital or resources, expended under the oversight of regularly appointed agents and in prescribed directions. It has its force of workers, whom it supplies, or ought to supply, with fit work shops fitly furnished with suitable appliances for the successful performance of their work; and it seeks to turn out, as the end of its activities, definite products in the form of men and women trained and prepared for the duties of life, social, parental, business, and political. But its statistics are not and can not be like those of even the most extensive and complex of the ordinary industrial agencies, such as manufacturing or railroad corporations — capable of being tabulated under the rules of debit and credit, and so of showing exactly in their final analysis, the measure of gain or loss—of prosperity or adversity attending any definite period of its operations. Its revenues and expenditures can be exactly accounted for; the material wrought upon, the pupils attending, can be definitely stated; the number of workers engaged, and the amount of work done as reckoned by days, or weeks, or months, can be numerically expressed; but the results attained are incapable of taking on fixed and definite values. The knowledge and mental growth resulting to hundreds of thousands of children of varying ages and capacities, in thousands of schools of varying duration, taught by thousands of teachers of varying degrees of effectiveness, can not be itemized in accounts current, and aggregated in sums total, and brought into a balance sheet.

But though school statistics can not be marshaled upon the debt and credit sides of balance sheets, and so made to disclose exactly the profit or loss — the success or failure of the schools, they can be made to indicate very definitely such success or failure. In order to this, however, they must be properly collated, analyzed, compared, and interpreted. In the preceding statements I have attempted thus to collate

them, to group them together in their proper relations. I now proceed to analyze and compare them, and to give them such interpretation as they may fairly merit.

### 1. *Of Resources and Expenditures.*

It will be noticed that there is large increase in each of the several items of school resources, and a more than corresponding increase in current expenditures, the exact opposite to the conditions reported last year. So large an increase in the current expenditures for school purposes, would, in itself alone, seem to point to a very considerable improvement in the schools, in the direction of longer schools, or of schools taught by teachers of higher grade, or in both combined.

The increase in total expenditure, including the amounts paid for supervision, for new school-houses, etc., is considerably less than—only about one-half, indeed, of that for current expenses. This difference arises from the smaller expenditure for new school buildings.

The aggregate of expenditures here shown, derived as all save a small moiety of it is, from taxes annually assessed upon the property of our people, indicates that we are not ungenerous toward our schools. It is a large sum, but none too large if rightly expended. Expended as it is under our wasteful, inefficient, and inequitable district system of school management, far too large a portion of it is barren of adequate returns—is wickedly wasted. Were we as wise in adopting for our schools the most business-like, economical, efficient, and equitable system of management, as we are generous in providing for their support, their annual returns would be increased by a third in real value.

### 2. *Of Scholars and Attendance.*

For thirteen years with one exception, previous to this, the number of persons of school age in the State has been constantly on the decrease. An increase, not large but

noticeable, this year again appears. It is to be hoped that it is only the first of a series, that the decrease of last year marked the lowest point in the downward trend of school population, and that the increase of this year marks a change of direction which shall be as constant as its opposite has been.

The decrease in the number of different pupils in the schools during the year, follows as a natural consequence of the much larger decrease in aggregate attendance upon both summer and winter terms. In the former it is 1,072; in the latter 3,335, and 3,374 respectively. This difference in amount of decrease is explainable on the supposition that a much larger than the usual number of pupils, was in attendance only a single term, either the summer or the winter.

The unusually large decreases in registered attendance make an unfortunatè showing taken by themselves. Were they accompanied by corresponding decreases in average attendance, they would indicate a diminution in parental interest in the schools. Considered in connection with the actual increase in the average attendance upon summer terms, and the comparatively small decrease for winter terms, they must be considered as due to some cause or causes not easily discovered.

The relative large increase in average attendance during the year — for considered in its relations to registered attendance, the actual small decrease in this particular as compared with the statistics of last year, is in the nature of an increase — is indicative of better work in the schools; for the better the instruction is, the greater is the interest inspired in the pupil, and that interest finds its expression in regularity of attendance. The average attendance upon a school, other things being equal, is the best test of a teacher's powers. It is therefore evident that the increased expenditures shown by the statistics were incurred, in part at least, in the employment of better teachers.

But while these statistics of attendance fairly interpreted, as compared with each other and with those of the preceding

year, show an improved and improving condition of the schools, they nevertheless show conditions also much to be deplored. The attendance as shown is not what it should be. There were in the State in 1880, 214,656 persons of legal school age, of whom, as shown by the census of that year, 166,856 were between the ages of 5 and 17 years. Supposing the same ratio to continue to exist between the two classes, there were in the State during the past year 166,250 of the latter class. Assuming that no pupils younger than five years, or older than seventeen years, attended the schools, there must have been at least 19,334 such persons, or nearly one in every eight, who were not in the schools. But the number must have been even larger than this; for there must have been among those attending many both of those younger and older than these ages. How many of these thousands will hereafter become pests to society as paupers, tramps, or criminals, because parental greed has filched from them their birth-right to a practical education, or because parental indifference has, with equal wickedness, failed in duty toward them? Does not the State owe it to them and to itself, while it provides such an education for all, to provide effectually also that all, so far as capacity shall allow, shall receive the full benefits thereof? The State's constraint is upon the tax-payer to contribute to the support of the schools. With equal force the parent and guardian should be constrained to put the children into the schools, and keep them there till their intended results are reached.

### 3. *Length of Schools.*

There appears to have been a very slight decrease in both the average and aggregate length of the schools. In view of the largely increased expenditures shown—an increase of five per cent, this result was hardly to have been expected. It will be shown further on, however, that the large increase in expenditures resulted in, and is accounted for by an equally large increase in wages of teachers. Hence the decrease in length

of schools is more than counter-balanced by increase in quality of instruction, and the condition shown is indicative of improvement. It shows that our people are beginning to act upon the principle that quality is to be sought before quantity in school work.

But even if it be of the best attainable quality, is the quantity shown all that is desirable, all that is needed, even? I can not better discuss this question than by re-producing the opinions expressed in my report of two years ago.

Our schools, graded and ungraded, city and country, are now open, on an average, five and one-fourth months per year. Assuming that there shall be no change in the conditions producing this state of things; that scholars enter the schools at five years of age; attend summer and winter, without playing truant, for the first seven years—which is better than they do on an average; and then attend winter terms only, of ten weeks for six years, or until eighteen years of age—which is also better than the majority of them will do; the aggregate of their school life will be equal to five years of thirty-eight weeks each.

Is this enough? Evidently not, when all that ought to be done to fit those scholars for the work of a life is taken into account. They are to learn to read intelligently—to call at sight and know the meaning of some twelve or fifteen thousand words; to learn to speak and write a language correctly and readily in all its complexity of word formation and sentence structure; to become versed in the use of numbers, the laws governing their combinations, and their manifold applications to business affairs; to become well informed about the world in which they live, its lands and waters, its varieties of surface, climate and productions, its peoples, their manners and customs, their social and political condition, their means of intercourse, and their commercial relations; to be made familiar with the history of their own country, and with the outlines, at least, of the world's wondrous story; to be made acquainted with the form of government under which they live, its principles and methods of

procedure, and their own rights in it, and duties to it ; to learn something of the wondrous forces of nature which are more and more becoming ministers to their well-being, and the servants of their will ; and, finally, to be taught the essential facts of their own physical being, the laws of health and how to preserve it. And with all this learning, this getting of knowledge, they are to be trained to habits of orderly and methodical work ; there is to be formed in them a love for learning ; they are to be disciplined to the self-control and self-denial which underlie a cheerful obedience to the laws of society and the State, as well as a cheerful yielding to and granting of the rights of others ; their faculties are to be developed symmetrically—perceptions made quick and acute, memory and imagination made ready and active, and reason and judgment strong and dominant. They are, in short, to be moulded into intelligent, strong-thinking, and right-living men and women ; and all in a period of five years of less than forty weeks each !

But the condition is worse than above stated. Less than half of our boys and girls can enjoy the privileges of the schools for the too brief periods indicated by their average length. There is a wide disparity between the maximum length of the graded, and the minimum of the ungraded schools ; and unfortunately a large majority of them are of the latter class. In fact the schools in which are registered nearly two-thirds of all attending in the State, are open less than five months in the year, and probably those in which a third of all are to get their education, are open less than four months. There are, indeed, schools, and not in the scantily settled backwoods, even, but in our oldest and most popular counties, whose annual length is but two month.

This inequality of educational privileges, existing in different towns and in different parts of the same town, is a great wrong. How wide is the disparity in different town in the State, and how extensively it obtains throughout the State, even in our most thickly settled counties, can be learned from a critical examination of the detailed statistics in the appendix.

What such an examination will show may be seen from the following statement, in which are given in days the maximum and minimum average length of schools for our seven most compact and thickly settled counties.

Androscoggin .....	{	Lewiston .....	206
		Wales .....	94
Cumberland .....	{	Portland .....	200
		Sebago .....	99
Kennebec .....	{	Gardiner .....	198
		Vienna .....	88
Knox.....	{	Thomaston.....	170
		Hope .....	88
Sagadahoc .....	{	Bath.....	172
		Georgetown .....	98
Waldo .....	{	Belfast .....	157
		Jackson.....	84
York.....	{	Saco.....	149
		Cornish.....	94

Comparison of the annual length of schools in different districts of the same towns further shows the same conditions. A few illustrations, taken at random from the annual reports of school committees, are here subjoined :

	York, maximum length, 160 days.	Minimum length, 85 days.
Yarmouth,	198	99
Pittsfield,	176	99
Oxford,	145	77
Lee,	176	83
Otisfield,	130	75
Windsor,	165	72
Corinth,	176	77

There is evidently a great wrong in any system of school management giving rise to results like these. We claim to have a government based upon the principle of equal rights, and whose laws are framed to secure equal privileges to all; yet under the operation of those laws, for this is the result of

law, one man's children have privileges of education three or four times as great in amount, and more than as many times as great in value, as those possessed by the children of his neighbor living almost next door to him. It seems incredible that this state of affairs can be suffered to exist, and yet those most wronged by it are those most unwilling to have it righted, paradoxical as it may seem.

In this matter of annual length of schools, measuring roughly the preparation for life given the children, the statistics of different states are suggestive. From the last received Report of the National Bureau of Education, it appears that, as against the average yearly length of schools in Maine—118 days in 1881—the great manufacturing States of Connecticut, Massachusetts and Rhode Island, gave their children schooling annually amounting to 178, 186 and 180 days, respectively; the great commercial and agricultural State of New York gave 178; the great agricultural States of Illinois, Indiana, Iowa, Michigan, Pennsylvania, and Wisconsin, 149, 135, 148, 154, 147 and 175, respectively. May there not be—is there not, indeed—a very important connection between the educational conditions indicated by these statistics, and the prosperity enjoyed by those States in their characteristic industries? It is demonstrable that labor is productive in proportion to its intelligence. It is equally demonstrable that frugality and foresight, which lie back of accumulation, of wealth-production, are results of education. Communities, therefore, must create and accumulate wealth, and grow more prosperous in their leading industries, in proportion to the extent and efficiency of their educational forces. If, then, we desire to push Maine to the front as a manufacturing and commercial State, we must see to it that she does not lag in the rear in her educational interests. To give our children, in the largest practicable measure, opportunities for the acquisition of knowledge and culture, is as vital to our future as a State, as are tariffs, or temporary exemptions from taxation of newly established industries.



#### 4. *Character of Schools.*

The statistics grouped under this head show improvement in two important regards. The decrease of 158 in the whole number of schools taught, and of 166 in the number of ungraded schools, indicates a movement toward a much needed consolidation of small schools. That there is imperative need of such consolidation is evident to every observing mind, and such need is sharply shown in the statistics appended to this report. Those statistics show 36 towns so cut up into small districts that they average less than twenty scholars each. They show 79 towns containing 693 districts so small, that in summer terms the average attendance per school was less than ten pupils. In line with these facts are the special reports of school committees in 184 towns, giving it as their opinion that 453 of the districts in those towns should be consolidated with others. Statistics collected by Superintendent Morris in 1879, indicated the existence at that time of at least 1,200 districts in which the average attendance upon summer terms ranged from two to twelve pupils. In view of these facts the abolition in one year of 158 of these small schools, as shown in the statistics now under review, is a gratifying exhibit.

Indicative also of improved and improving conditions, are the other statistics under this head, showing increased attention given in the ungraded schools to the study of History, Physiology, and Book-keeping, and considerably less attention to those so called "higher" but less commonly practical studies, such as Algebra, which are not among the legally prescribed studies of the common schools, but which it has become a fashion for the older pupils to skim over in a superficial way. It is fairly inferable from the facts here shown, that the efforts of the last three years to bring the courses of study in the ungraded schools into more definite and practical form, have not been barren of results. Committees and teachers have evidently been working together to this end, and the results reached should be an incentive to continued and more zealous efforts in the same direction.

5. *Teachers.*

The statistics under this head show, as the first thing noticeable, a decrease of 278 in the number of male, and an increase of 203 in the number of female teachers employed during the year. As between the sexes the services of females seem to have been in the greater demand. Assuming a demand for the best teachers to be had, this result was to have been expected in view of the difference in wages commanded. The facts shown, then, are evidence of a growing demand for the best, and hence indicative of improvement.

That the decrease in the whole number of teachers employed during the year was only 75, while the decrease in the number of schools was 158, is easily explainable. Indeed, it indicates one of the advantages accruing from the consolidation of small schools. It shows that in at least one-half the cases of such consolidation, an extra term of school was the result — a winter term in addition where there had been heretofore only a summer or fall term.

That the decrease in the whole number of different teachers employed during the year was 198, while that in the whole number employed was but 75, points also in the direction of improvement. It indicates the permanent employment of the same teacher in 123 cases in which different teachers had heretofore been employed for different terms. While, however, there was evident improvement in this regard, the condition shown is a discreditable one. That 7,599 different teachers should be employed to teach 4,797 different schools with an average registered attendance of but 25 pupils to a school, is evidence of a lack of permanence in teaching from which must have resulted large waste of precious time on the part of pupils, and of money on the part of the public. The figures show that in 1,200 schools, taught both summer and winter terms by females, the teachers in winter were not those of the summer. The knowledge of the condition and wants of a school, gained by a well qualified teacher in the expe-

rience of a term, is worth to that school in a subsequent term, as much as two weeks of service from another teacher equally well qualified, but new to the school. Hence in most of these 1,200 cases the change was for the worse—was a needlessly wasteful one.

In the number of teachers employed who had had previous experience, the apparent decrease of 121 is a relative increase of 45—that is, had the ratio between the whole number employed and those having had previous experience, remained constant, the number of the latter class for the year should have been 6,357 instead of 6,402. It is evident, therefore, that the demand for better teaching as acquired and proved by experience, which for the school year 1881-2 caused an increase of 1,810 in the number of experienced teachers employed, has continued operative.

The increase of 69 in the number of graduates of Normal schools employed, is nearly equal to the whole number graduating from those schools during the year. It is evident, therefore, that the demand for trained teachers is fully up to the supply; for this increase shows that the schools are not only demanding the services of the new graduates, but, in larger measure than ever before, are retaining the services of older graduates. Hitherto, from lack of sufficient inducements to remain in the State, in the form of permanent employment at living wages, our trained teachers have in considerable numbers sought positions in other States. During the last two years this drain has largely diminished. In that time 170 have graduated from the schools, and the number employed has increased 144. In other words, during the two years past only 26 out of 627 of the graduates of our Normal schools have left either the State for better positions, or the schools for other callings, a very small percentage to leave even for the latter cause.

The evidence of better teaching demanded and secured, appearing in the other statistics under this head, is conclusive in those showing the increase in wages of teachers both male and female. This increase—of seven per cent in case of

male and five per cent in case of female teachers — may be fairly assumed as the minimum measure of the improvement made during the year in the instruction of the schools.

#### 6. *Text-Books and School Appliances.*

The conditions shown under this head are less satisfactory than those under preceding heads. Instead of improvement the opposite is evident in every one of the particulars brought under review. As regards text-books the evils of non-supply and non-uniformity are both evidently on the increase, and under existing conditions that increase must become more rapid year by year. So long as the present general method of selecting and supplying text-books continues, so long will the periodical improvement in these regards, like that which took place two and three years ago, resulting from the introduction of new series under the free exchange plan, be followed by the conditions now manifesting themselves. As fast as new books become needed by the wearing out of those procured by exchange, or by the advancement of pupils, and have to be purchased at retail prices, so fast will pupils appear in the schools without necessary books, or with those of other than the proper kind. This tendency from supply and uniformity toward their opposites, has its origin in conditions such that it can be counteracted only by constant watchfulness, and by the use of measures so decided that committees and supervisors shrink from their adoption.

In the matter of globes, maps, charts, etc., little if any improvement on existing conditions is to be expected under the existing system of school management. While school districts are responsible for the furnishing of these appliances, and the money for their legal purchase has to be voted in district meeting, either in the form of a district tax or the appropriation of a portion of the current school resources, the schools must do without them except in exceptional cases. To what extent they are doing without them — and so working constantly at a disadvantage as great as our farmers would work at should they discard the use of those modern appli-

ances, the mowing machine, horse rake, horse hoe, etc.—the figures show. It is far from a creditable showing, in view of the fact that for a dozen dollars each, every ungraded school in the State could be furnished with a globe, a set of outline maps, and sets of charts to aid in teaching phonics, penmanship, drawing, arithmetic, history, and civil government.

#### 7. *School Districts and School-Houses.*

Eight towns during the year have entered upon an era of better schools and of equal school privileges for all, by the abolition of the district system, a much larger number than in any year before since the enactment of the law authorizing such action, and four times as many as in the preceding year. Several other towns failed of abolition by only a small margin. Forty-nine towns are now included in the list of those in which the schools are managed without the intervention of school districts. Among them are cities, manufacturing towns, purely farming towns, towns thickly and towns sparsely settled, towns whose history antedates our existence as a State, and towns whose acts of incorporation are not five years old. The policy of abolition has, therefore, been fairly tested, and the testimony in its favor, concurrent and unanimous as it is, ought to weigh something with other towns and lead them into the better way.

The number of school-houses in the State, and the number reported in good condition, remain practically as reported last year. That 1,270 out of 4,292—more than one-fourth of the whole number—are not up to even the popular estimate of what constitutes such good condition, is evidence that there is room for and need of improvement in this regard. The majority of these poor and unfit school-houses are presumably in the smaller and poorer districts whose population and property are so small that the expense necessary to putting them in good condition, is felt to be too heavy a burden; but there are not a few of them to be found in populous and wealthy districts. In two considerable villages, populous enough to entertain large conventions of teachers, and whose

wealth is evidenced in many elegant residences—in one of which, indeed, it was proudly claimed that the valuation of the property within the district limits had increased \$300,000 in five years—I have found during the year school-houses shamefully shabby and utterly unfit for use—fit only to breed in the children compelled to live in them six hours a day, immodesty, viciousness, and disease. It is a shame that these things should be, and in most cases this shame lies at the door of the school district system.

Seventy-one new school-houses were built during the year, an increase of fourteen over the number for the preceding year. The cost of these, however, was \$23,878 less than of those. The aggregate estimated value of school property shows a decrease of \$102,620 from that reported last year. That there was an actual decrease to such an amount is somewhat doubtful in view of the number and cost of the new houses built. This difference in estimates of value is owing, in part, probably, to differences in judgement on the part of the individuals making the estimates.

#### 8. *School Supervision.*

As between giving the oversight of the school to one man or to a committee of three, the tendency of public opinion seems more and more to be in favor of the former plan. And with the law as it is, and under the district system, this is a tendency in the right direction. Except in towns which have discarded the district system, neither supervisors or committees are wholly, or in any considerable degree responsible for the condition of the schools. Between them and such responsibility stands the district agent. He is required to know nothing of the condition of the school, and of its special needs. He is not required even to inquire into the qualifications of the teacher whom he employs. He is selected often because it is his turn to serve, often to serve the personal interests of some neighbor or relative. But his is the most important function of supervision. His it is to select

the teacher — his selection subject in theory, indeed, to the approval or disapproval of supervisor or committee, but practically so conditioned that approval is almost certain. Divide among three men the fraction of responsibility not thus imposed upon the agent, and it often borders on the infinitesimal as an active force for good. Imposed upon one man, the chances are that it may be used for all it is worth. The schools will be more promptly and regularly inspected, and their work more carefully directed by the one than by the three.

While neglect of duty in making returns and in inspection of the schools as prescribed by law, seems slightly to have increased, yet the increased amount paid for supervision would seem to show increased effort in other directions. On the whole, therefore, the statistics relating to supervision are indicative of improvement in the efficiency of the schools.

#### 9. *Summary.*

From the preceding analysis and interpretation of the statistics, the following conclusions may fairly be drawn :

1. As compared with those of the preceding year, the schools improved in average as compared with registered attendance ; in decrease of small and unprofitable schools ; in increase of graded schools ; in increased attention to practical studies in the ungraded schools ; and in a marked degree in better teaching. These improved conditions resulted from larger expenditures, more careful supervision, and, necessarily, a more intelligent and larger public interest in their well-being. From this latter cause, also, resulted marked progress in the voluntary abolition of the district system. In registered attendance, length of schools, character of school buildings, supply and uniformity of text-books, and supply of other school appliances, their condition very slightly changed for the worse. On the whole, however, the balance of change is largely on the side of improvement.

2. Considered with reference to the absolute condition of the schools, the tale told by these statistics is far less flatter-

ing. (1) The attendance is not what it should be, either in numbers registered or in regularity. (2) There are too many schools so small and short as to be of comparatively little value to those attending, and whose maintenance involves a wicked waste of the people's money, as well as a wicked injustice to the pupils attending. (3) Too many different teachers are employed, and, in consequence, there results not only a lack of that permanence and continuity of instruction necessary to the best results in any school, and without which much time of pupils is wasted while the teacher is learning the character and needs of the school, but also necessarily the employment of too many who are incompetent or inexperienced. (4) Too many school-houses are unfit. (5) School text-books in too many towns are neither uniform nor in sufficient supply, and these evils are growing. (6) There is a shameful lack of school appliances, especially in the ungraded schools. (7) Supervision is yet far from its best, even in its present imperfectly constituted form. Schools are not inspected as the law requires, and towns are made to suffer loss of State moneys from inexcusable failure in duty of school committees.

In short there has been evidently during the year a considerable and healthy growth in excellence in the common schools of the State, but they are yet far from that state of efficiency to which they can and should be brought. Further on in this report will be suggested some of the lines along which further advance can be made and should be made.



## FREE HIGH SCHOOLS.

The law relating to the Free High schools, as in force from its enactment till the present year, provided that returns of such schools should be made on or before the first day of December annually, while the returns of the common schools were to be made on or before the first day of July, at the latest—five months earlier. In practice, however, these high school returns were not in and available for tabulation before the first day of January. This condition of things delayed the preparation of the annual report, based as it must be upon the facts shown by all the statistics of all grades of the public schools. Its preparation could not be begun before the first of January, and then its printing had to wait upon that of others already in the hands of the State printers, and upon the legislative work crowding in upon them. It was, therefore, practically impossible to procure the issue of the school report before April or May following—a year from the end of the common school year of which it gave the results, and too late for its discussions of educational matters and its recommendations to avail anything in affecting legislation.

To obviate this difficulty the Legislature of last winter so changed the law as to make it require the annual returns of free high schools to be made on or before the first day of June. In order to change from the old to this new arrangement, it became necessary to require all towns supporting such schools to report on the first day of June last, the statistics thereof for the half year only from and after the first of December preceding. Those statistics will be found tabulated in their usual place in the appendix. They are necessarily only of those schools which had been in session during the winter and spring; and since the larger portion of these schools which are not permanently established, have their sessions in the fall, they are mostly of such schools as have become permanently a part of the school

systems of the towns in which they are located. No just comparison can, therefore, be instituted between the statistics of this and the preceding year. From them no conclusions can be deduced as to whether or not these schools still continue to grow in public favor, as they have been growing since their re-establishment after the unwise, uncalled-for, and harmful suspension of one year by the Legislature of 1879. I am positive, however—and the opinion is based upon sufficiently full and accurate data—that when the statistics of a full year shall again be presented, they will show a healthy growth in this part of our public school system.

The claims of the free high school to be an organic part of our public school system are easily provable. They grow out of its relations to and effects upon the common schools, of its adaptation to special educational ends essential to the common weal, and of social needs which it is the duty of the State to meet.

For the common school it is to prepare teachers. For ten years it has been doing this work, and as the result we have to-day a body of common school teachers superior to any ever before known in the State. Every year since their establishment there have been enrolled among the pupils of these schools from six to eight hundred actual teachers, and a much larger number of those preparing to teach; and it is more than probable that quite one-third of those now teaching in the common schools of the State, have thus received preparation for their work. There has grown up in consequence a class of teachers of higher literary attainments than would have been possible under other circumstances; and who, having been trained by teachers of the better class, many of them normal teachers, have been able to carry into their own work superior methods of instruction.

But, besides improving the common schools by furnishing them with better prepared teachers, they have improved them, also, by relieving them somewhat of work, the performance of which is without their proper sphere, and in attempting to do which they have failed and are failing to do efficiently their

own proper work. The common schools are for the masses, not for the few; and they should be held firmly to the work required to fit the masses for the common business of life. To be able to read intelligently, to write plainly, to use numbers accurately in the ordinary affairs of life and in the simpler forms of accounts required therein, and to express thought clearly and with a fair degree of correctness in both oral and written speech; to be fairly intelligent about the geography of the world in which we live, and especially of our own nation and State; to know the outlines of our country's history, and to have sufficient knowledge of its government to make suffrage intelligent; and to be so far versed in the laws of health that the physical powers may not fail from lack of the observance of those laws—such knowledge is essential alike to fit preparation for life in every station, and for citizenship. To impart such knowledge is the proper work of the common school, and to do it efficiently it should attempt no more. To impose upon it more than this is to make its work too broad for thoroughness—is to induce superficial work. Yet more has been imposed upon it; and to-day, where the high school has not become permanently established and assumed its own proper work, the common school is over-burdened with work in subjects outside of those which it is its province to teach. And such will be the case till the high school is brought into its proper place in our system, by becoming a permanent and general feature of it.

Moreover the high school, in itself considered, subserves an end which ought to give it a permanent place in the public school system—an end in its relations to a wise public policy, second only, if second at all, to that subserved by the common school. In governments like ours the common weal not only demands that the voter shall be intelligent, but that those whom he selects as the agents of his will shall be still more intelligent; for to frame laws wisely and to administer them wisely, thus formulating and carrying into force the behests of the voter, requires a broader and higher intelligence than the mere willing that law shall be and be

administered. Moreover the intelligence of the great mass of those who vote, and their will as the outcome of that intelligence, are relative and dependent. The thought and opinion of these many will, in the very nature of things, be directed and led, in greater or less measure, by the thought and opinion of the fewer more intelligent. There must, therefore, be in the State those who shall be fitted by superior intelligence wisely to mould and direct public opinion; to formulate that opinion, when registered through suffrage, into laws; and to execute the laws so framed. This special and superior intelligence of the few is as essential to the common weal as is the general intelligence of the many; but it is also essential that these few shall be as many as practicable, and of the many; for the public weal, while demanding a class of citizens fitted to rule wisely when chosen as rulers, demands not and will not tolerate a ruling class. In order to these ends there is needed an educational agency covering wider ground than the common school, so general as to reach the largest practicable number of those having capacity for taking on the superior culture which it is to afford, and free to all so that it may draw the material upon which it is to work from all classes. No system of academies or seminaries, established by private effort and supported by private benefactions, will answer these conditions. The free high school, made an integral part of the public school system, permanent by compulsion of law wherever the conditions of population will admit, in theory is such an agency, and should be made such in fact.

Finally, in the social and business conditions of to-day are demands for a broader and, at the same time, more flexible education of the individual than in the past. Life is fuller of more varied and higher interests; personal influence is a less potent factor of individual success except as it is the resultant of larger inherent personal power in more constant activity; business competition has become wider and sharper, and, as a consequence, its vocations have become specialized and multiplied, and its methods more accurate and skillful;

machinery has largely assumed the work once done by muscle, and has brought brain as a worker into the fields where brawn once wrought alone; science, too, has entered the field of human endeavor whether in mart, or shop, or farm, or mine—everywhere, indeed—to modify and magnify results. Under these changed conditions there is need of an educational preparation for life, in even its common activities, broader and fuller than of old, as broad and full as the common school can possibly furnish, and for life's larger activities such as old agencies can not meet. Responsive to these needs the common school has already broadened its work beyond due bounds, and yet fails to meet the demand; and because it so fails the free high school has been established by the State to supplement its work. Nor in this regard does the State transcend its duty, even granting that such fuller and broader preparation is not essential to the common weal. Having assumed the right to educate up to the measure of its own needs of intelligent citizenship, and so taken to itself the prerogative of the individual, it must in equity assume the duty of the individual by educating beyond its own special needs. Having, by such assumption of right, made impracticable a sufficiently extended system of private educational agencies, except of the highest grade to meet the wants of the very few, it is its duty to provide a system of public agencies that shall reach up to those of private nature that are practicable, and so shall cover the ground from which its assumption has shut out private right and duty.

The free high school, then, as an agency to make efficient the common school, to educate for the higher functions of citizenship, and to give to the individual fit preparation to meet successfully the larger and more diversified demands of modern life, has an indisputable right to be, as necessary to the public weal, and as a consequence of public duty. Equally with right to be, it has claims to recognition by law as a general, permanent, and organic part of our public school system, and such it is destined to become.

## NORMAL SCHOOLS.

As showing concisely the comparative condition of our three State Normal Schools for the school years 1881-2 and 1882-3, the following table is here submitted :

SCHOOL.	Year Ending	Number Entering.	Number Graduating.
EASTERN at Castine.....	May 31, 1882	96	29
NORTHERN " Farmington...	June 29, "	51	29
WESTERN " Gorham.....	July 6, "	46	29
Totals . . . . .		193	87
EASTERN . . . . .	May 24, 1883	100	35
NORTHERN . . . . .	July 6, "	39	20
WESTERN . . . . .	June 28, "	51	28
Totals . . . . .		190	83

The above statistics show slight decreases both in the number entering and in the number graduating from the schools collectively considered. It is noticeable, however, that these decreases affect but one of the three, that at Farmington, in regard to which they are especially marked. This condition is easily accounted for as due to local causes existing in and about that school, which, however, it is not necessary to explain since they have now ceased to be operative. These statistics, then, instead of showing any diminution in the public regard in which these schools have been held, are indicative that they are growing in public favor, and are in accord with those showing large increase in the number of Normal graduates employed in the common schools, and thus indicating that the demand for trained teachers is growing.

## SCHOOL AT CASTINE.

No changes occurred during the year in the faculty of the school at Castine, nor at the beginning of the current school year were any made. The teachers now employed are, there-

fore, the same as for the two preceding years, viz: Principal, Rolinston Woodbury; Assistants, Mary E. Hughes, Fred W. Foster, Joseph R. Potter and Fannie A. Comstock; Teacher of Model School, Lucia Haskell.

#### SCHOOL AT FARMINGTON.

The year at Farmington opened with two new assistant teachers in the faculty, Mr. Warren C. Philbrook and Miss Lillian M. Munger, and with a new teacher, Miss Iola Rounds, in charge of the model school. Early in the second term of the year differences among the teachers manifested themselves, culminating in a state of affairs such as to make necessary an investigation by the full Board of Trustees. As the result of that investigation, the resignations of three of the subordinate teachers were accepted, viz: of Wm. Harper, Eliza J. Perley and Warren C. Philbrook, whose places were supplied for the remainder of the year by Edwin S. Matthews, Mrs. Helen B. C. Beedy, and Miss Mabel Austin. At the end of the year Dr. Rounds, the principal, having been elected to and accepted a similar position at a larger salary in the New Hampshire State Normal School at Plymouth, declined a re-election, as also did Misses Rounds and Munger.

Dr. Rounds had been at the head of the school by annual re-election, for fifteen years, a record speaking volumes in his praise. By his untiring devotion to its interests during all those years, by his unwearying labors with tongue and pen for the educational well being of the State, and by what he has been able to accomplish through his wide and accurate professional acquirements in giving form and shape to our Normal School work, and through his professional zeal in creating among the teachers of the State a spirit of earnestness, of devotion, and of untiring labor for educational progress, similar to his own, whose effects, though already largely felt for good, are yet to show themselves more largely in the future—he has won a place in our educational history

second to that of no other man. Such men deserve better of the State than they are wont to receive.

Owing to the changes made necessary, as above indicated, at the beginning of the current year, the present faculty of the school is largely a new one, and is constituted as follows: Principal, George C. Purington; Assistants, Chas. F. Warner, Mrs. Helen B. C. Beedy, Misses Elizabeth G. Bell and Annie M. Pinkham; Teacher of Model School, Miss Viola A. Johnson.

#### SCHOOL AT GORHAM.

The school at Gorham suffered serious loss at the beginning of the year by the resignations of Mr C. W. Fenn and Miss Helen M. Kimball, both of whom had been connected with the school from the beginning. Mr. Fenn left to enter upon other work in the west; Miss Kimball, because of failing health resulting in death a few months later.

No nobler teacher than Miss Kimball ever wore life out in worthy work. Loving her work, enthusiastic in it, and devoted to it because she held it holy, putting into it all the grace, and sweetness, and consecration of a singularly perfect womanly and Christian character that would not let her rest from work for the Master while strength to work remained, she truly earned the Great Teacher's "Well done, good and faithful."

To fill these vacancies the services of Mr. Wilton H. Desper and Miss Viola M. White were secured. At the end of the first term of the year other changes occurred. Miss Harriet A. Deering and Miss Bessie A. Read of the primary model school, resigned to take needed rest. Miss Grace J. Haynes, who from the beginning had been in charge of the advanced model school, was promoted to Miss Deering's place, thus leaving a vacancy which was filled by Miss Rosie Chute, a graduate of the school. Miss Mary B. Stevens, another graduate, was employed for the remainder of the year in Miss Read's place. These changes necessarily



affected somewhat the work of the school, but, thanks to the wise oversight of the principal, the earnestness and devotion of the new teachers, and the honest, earnest working spirit of the pupils, very excellent work was done. At the beginning of the current year teachers were elected as follows, who now constitute the faculty, viz: Principal, Wm. J. Corthell; Assistants, H. M. Estabrook, Viola M. White and Grace J. Haynes; Teachers of Model Schools, Bessie A. Read and Rosie Chute; Music Teacher, W. L. Fitch.

#### MADAWASKA TRAINING SCHOOL.

This school, established by the Legislature of 1878 to provide for the training of teachers for the schools of the French towns in what was formerly known as "Madawaska Territory," and placed under control of the trustees of Normal Schools, has now been in operation five full years.

From the start the school has been under the charge of Vetal Cyr, B. S., a graduate of the State College at Orono, and "to the manner born" of the people among whom he has labored. His intimate knowledge of the peculiar character of the people of that section, and of the special needs of their schools, his acquaintance with the art and science of teaching acquired by previous experience and study, and his special natural adaptation to the work, have enabled him so to fashion the course of study and methods of instruction, as to make its work at the same time popular and in the highest degree effective. In these regards he has been ably seconded by his assistant for the last three years, Miss Mary P. Nowland, a graduate from the Castine Normal School. Both have labored with unremitting zeal, notwithstanding the comparatively meager salaries which they have received previous to the current year; and the Legislature of last winter, in increasing the appropriation for the support of the school from \$1,000 to \$1,300 per annum, did but scant and tardy justice to them.

The course of study has as its ends, the training of the pupils to use the English language with facility; their instruction in the common branches of study, and such others as are essential to a thorough understanding of them; and the teaching of such methods of school organization, management, and instruction as are specially adapted to the schools they are to teach. It is a course of two years of 40 weeks each. The first class completed the course and graduated from the school in the winter of 1882. Sixteen in all have graduated up to the end of the fifth year. A class of twelve will graduate at the end of the next half year, in March, 1884.

The effect of the school upon the educational interests of the section for whose benefit it was established, has been all and more than was hoped for even. The change it has wrought in the condition of the common schools, nearly all of which are now taught by its pupils or graduates, is almost marvelous. To-day, because of what this school has done and is doing, the State's benefactions so generously bestowed upon this section for the support of common schools, have ceased to be as water poured into a sieve, as was formerly the case, and are now as good seed sown in fertile soil.

#### REPAIRS AND IMPROVEMENTS.

The Legislature of last winter very generously put at the disposal of the trustees, for much needed repairs on buildings and improvement of grounds, the sum of \$5,000—\$2,500 available in 1883, and \$2,500 in 1884. This sum has been by the trustees so apportioned among the three schools as to give that at Gorham \$3,000, and those at Castine and Farmington each \$1,000. As a measure of economy and convenience the local trustees were authorized to expend in one year, if found advisable, the full amounts to which their several schools were entitled, and to make such contracts as the fact that but one-half those amounts could be drawn from the State treasury in one year, might render necessary. During the long summer vacation the buildings at Castine

and Farmington were put in thorough repair, very nearly the full amounts appropriated therefor being expended. During the same period necessary repairs were also made on the Gorham building, and the work of grading the grounds was begun under direction of a competent landscape gardener. The work upon the grounds was continued during the fall as long as work could be profitably done, but was not fully completed. A finish will be made during the spring. When completed these once unsightly grounds will be in keeping with the architectural beauty of the building, and the State will possess here an institution, whose beauty of architecture, site, and surroundings, may well be a source of pride.

## FISCAL STATEMENT.

YEAR ENDING DECEMBER 31, 1883.

## RESOURCES.

Regular annual appropriation—Normal schools..	\$19,000 00
Appropriation for deficit of preceding year—	
Normal schools.....	2,565 88
“    “ repairs—Normal school.....	2,500 00
“    “ Madawaska Training School..	1,300 00
	<hr/>
	\$25,365 88

## EXPENDITURES.

For deficit of preceding year.....	\$ 2,565 88
“ repairs and improvements .....	2,500 00
“ salaries—Madawaska Training School.....	1,225 00
“    “ —Normal schools.....	16,689 85
“ fuel.....	1,050 23
“ trustee bills.....	109 90
“ advertising .....	47 47
“ diplomas .....	22 50
“ incidentals .....	29 18
“ bills accrued and unpaid.....	1,050 87
“ balance undrawn.....	75 00
	<hr/>
	\$25,365 88

## REPORTS OF PRINCIPALS.

The following reports of the principals of the several schools give additional and more special information regarding their condition and needs. To the statements and recommendations therein contained, special attention is called.

EASTERN STATE NORMAL SCHOOL, }  
Castine, Me., May, 24, 1883. }

*To the Trustees of the Normal Schools:*

GENTLEMEN—In accordance with article 10 of your By-Laws, I respectfully submit the report of the Eastern State Normal School for the year 1882-3, the same being my 4th annual report, and the report of the school for its sixteenth year.

There have been the same teachers in the school this year as there were last year, viz: Principal, Roliston Woodbury; Assistants, Mary E. Hughes, Frederick W. Foster, Jefferson R. Potter, Fannie A. Comstock, Lucia Haskell (Model School), Lizzie B. Plummer (Teacher of Elocution, spring term), and their work has shown among other things how much it strengthens a school to continue its teachers year after year.

The attendance this year averages the same as last.

Fall term, 114; 46 young men, 68 young women. Winter term, 74; 17 young men, 57 young women. Spring term, 136; 50 young men, 86 young women. Total attendance, 324; 113 young men, 211 young women.

The graduating class numbers 35, 15 young men and 20 young women. The character of the class is partially shown by the record of their work in this school which is submitted to you, and also from these additional facts: average age of class, 22 years 6 months; number who have taught, 33; terms taught, 206; weeks taught, 2,040. You will agree with me in calling this a very rare record.

The building, except another year's wear, is in the same condition as last year. As provision has already been made for the most pressing needs, I will not repeat the recommendations I made one year ago.

The school needs more room. The building was not planned so as to provide for the model school. What should be done is to extend the rear projection some thirty feet, to furnish a suitable room for the model school somewhat removed from the other class-rooms, and also give back the class-room now occupied by that school, which we need very much, as the room on the third floor is so difficult of access as to make it suitable for use only when we can do no better. This would also give us some additional rooms on the second floor which we need very much.

I trust this recommendation will meet with your approval, and that the needed appropriation will be secured at the earliest possible date.

We have done what we could in keeping good the apparatus, library etc., but our needs here are considerable. We ought, at least, to be put on as good footing as the other schools occupy.

The text-books used have been the same as last year, except in United States History, in which subject we have used Ridpath's Academic United States History.

The work in the model school this year has been satisfactory. Reports come to us very often from those who have had the advantages of that drill, of how much benefit it has been to them in their work in our public schools. During the year several have been back to spend from a day to a week in reviewing that work, experience having shown them the directions in which they especially needed help.

I only wish it were feasible to add to the grades we now have, all the grades between this school and the high school.

The health of teachers and pupils has been good, there have been no cases of severe discipline, and honest hard work has characterized the school as heretofore.

On the whole, the year's work has been satisfactory, though we still see chance for improvement and hope to do better and still better work as the years move on.

Respectfully submitted,

R. WOODBURY, *Principal.*

EASTERN STATE NORMAL SCHOOL, }  
 Castine, Me., Nov. 26, 1883. }

HON. N. A. LUCE,

*State Superintendent of Common Schools:*

I herewith submit the report of the Eastern State Normal School for the year ending November 30, 1883.

For the statistics of the school for the year 1882-3, I refer you to my report to the trustees, May 24.

During the summer vacation, the building has been painted throughout and a fence built on the south side of the lot. Some of the needed repairs have not been made yet, as only half of the appropriation was available this fiscal year. Much more than half of the work has been done, however, those doing it consenting to wait for the balance of their pay till the appropriation for 1884 became available. In this way the building was put in good condition for the commencement of the fall term.

The school commences the school year 1883-4 very favorably. The attendance for the fall term has been 96, not quite as large as in '82. The difference is fully accounted for through the increased pressure brought to bear on those who have been in the school a few terms, to teach. The demand on the school for teachers continues to be greater than we can meet.

The point is being made, I see, against the normal schools that the ungraded schools do not get much benefit from them. This is a great mistake. Of course teachers are sufficiently human to take permanent situations when they are offered, and they do this whether they are normal graduates or not, and why not?

Have not teachers and the graded schools also some rights?

It would be amusing, if it were not provoking, to see how all the work done by our undergraduates is overlooked or ignored.

Because the normal schools should be judged by the work done by their graduates, when you pass a complete judgment, it does not follow that they have not done a great work for the State, for which they are entitled to credit, through the 2,000 or more who have been in these schools from one to five terms, but who are not found on their lists of graduates. Take the graduating class of '83 of this school to illustrate this point. Not one of them has been borne on the lists of the State Superintendent yet as in any way a normal teacher, but they have done already in our public schools over 95 years' work as the school year averages in

Maine—much more than that reckoning by the year of their own schools—nearly all of which work has been molded by their work here. Written testimonials and printed reports combine to testify that this work has been good work. If we are to have the number of our graduates working in the State used against us, I wish that another question might be put into the blanks which go from the office at Augusta: How many of your teachers have ever attended a Normal School? Even this would not gain the measure of our influence on the public schools, as our graduates re-enforced by many of our undergraduates, are running, consciously or unconsciously, in scores of our towns all around us, what might be called little normal schools because of the influence which one good school in a town with improved methods has over the other schools, and also because of instruction of teachers' classes in their own schools.

Respectfully submitted,

R. WOODBURY, *Principal.*

---

NORTHERN STATE NORMAL SCHOOL, }  
Farmington, Me., July 6, 1883. }

*To the Board of Trustees of State Normal Schools:*

I respectfully submit the following report of this school for the school year 1882-3, the nineteenth year of the existence of the school, and the fifteenth year of my connection with it as principal.

The number of pupils in attendance during the fall term was sixty-six; during the spring term, seventy-two. There graduated from the school at the close of the winter term a class of six, and from the two years' course at the close of the spring term, a class of fourteen, and from the advanced course, two.

There have been some changes in the text-books used in the school, but these changes have so little influence in shaping the course of instruction that it seems unnecessary to make a formal report in regard to them.

The furniture and apparatus are in good condition. Some repairs are needed upon the building, but as a special appropriation has been made for this purpose, and the matter is now in the hands of the trustees, a detailed re-statement is not needed.

The blackboards have been re-constructed from the foundation in the most thorough manner. The materials used were such a combi-



nation of lime and cement as gives a substance much harder than ordinary plastering, and great pains were taken by the workmen, at every stage of the process, to secure the best results. Although the lime used was supposed to be of the best quality, and had been slaked for several weeks, there was some slaking of minute particles after the slate surface was put on, and these defects should be at once corrected by the slater. They would then, with proper care, last many years.

During a part of the fall term one graduate of the school pursued work in the advanced course authorized by law for those who have completed the two years' course of study, but was prevented by other engagements from completing the term. At the beginning of this term another advanced class was organized. It was expected that this would be a class of seven; but from illness in the family in one case, from unanticipated removal from the State in another, and from the imperative nature of other duties, which at the last compelled a third to change his plans, we have had a class of only four. Of these four two had taken a college preparatory course of study since graduating from the normal school two years before, and had been studying on the advanced course for several months. These two graduate from the advanced course to-day; the others have some of the work yet to do. The work of this class has been successful in the highest degree, and the presence and influence of students of advanced classes have always been of great advantage to all the classes.

At the spring recess three teachers left the school, and by direction of the Board I employed to fill their places Mrs. Beedy, so long and so favorably known as a teacher in this school and in the Normal School at Castine, Mr. Edwin S. Mathews, a graduate of the Worcester, Mass., Technical School, and of the State Normal School at Worcester, and Miss Mabel Austin of Farmington, a graduate of this school. It gives me pleasure to testify to the cheerful, faithful, and highly successful service of Miss Lillian M. Munger and Miss Iola Rounds, who have been members of the faculty during the year, and of the three teachers above named. Our pupils never worked more faithfully than during the last year, and the pupils of no school ever showed a more thorough devotion to its interests or a deeper regard for its good name.

Questions are sometimes raised as to the expediency of maintaining schools for the training of teachers, and charges are sometimes

made that the State does not receive in the service of graduates of normal schools an equivalent for the expense of their education. Counter assertions avail but little in the decision of such questions as these. With the purpose of collecting facts as to the results of the work of this school, inquiries were a few weeks since sent out to those of its graduates whose addresses were known, and to these inquiries two hundred and twenty-six replies have been received, representing every class that has graduated from the school. The tabulated results are as follows :

Number reporting .....	226
Dates of graduation.....1867 to Jan., 1883	
No. weeks teaching, since graduation, in public schools ...	26,805
“    in public schools in Maine.....	21,250
“    “    public schools in other States.....	4,616
“    “    ungraded schools in Maine.....	9,322
“    “    ungraded schools in other States.....	521
“    “    graded schools in Maine.....	12,640
“    “    graded schools in other States.....	3,615
“    “    Primary schools.....	4,934
“    “    Grammar schools.....	7,154
“    “    High schools.....	2,452
“    “    Country schools.....	6,378
“    “    Village schools.....	10,520
“    “    City schools.....	6,583
“    “    other than public schools.....	1,560
Total No. weeks teaching .....	28,365
Average No. weeks teaching in public schools .....	94
No. weeks required by pledge to Normal schools.....	76
Percentage of total amount of teaching spent in public schools of Maine, about.....	75
Percentage of teaching in public schools of Maine spent in ungraded schools.....	44
Percentage spent in graded schools .....	59
“    “    Primary schools.....	17
“    “    Grammar schools.....	25
“    “    High schools.....	8.6
“    “    Country schools.....	22
“    “    Village schools.....	37
“    “    City schools.....	23
“    “    other than public schools.....	5

Representatives of every graduating class report themselves as still teaching. From some who are known to have taught many years no reports have as yet been received, and I believe that a fuller report would not materially affect these results. It will be noticed that the State gets much more than the average service required by the law from the graduates of the school. Calling twenty weeks the average length of the school year,—and it varies but little from this,—the weeks of teaching in the public schools of Maine reported by these two hundred and twenty-six graduates equals for each one an average of four and a half actual school years, or the labor for one actual school year of 1,015 trained teachers in the ungraded and graded, the primary, grammar and high, the country, village and city schools of the State.

It will be seen that the tendency of graduates is away from the ungraded country school to the graded village or city school, and this tendency would be shown much more clearly by a comparison between the records of those who have been teaching for many years and of recent graduates. Of the many who begin their work in the ungraded country school, comparatively few continue there long. Short terms, low pay, uncertain tenure of office, lack of efficient supervision, compel change. Other means than the normal school must be devised to secure a general elevation of the country school and to essentially change its character.

Most of the work done in graded schools is reported as primary and grammar school work. This must be the case until the graduates of the advanced course are more numerous. There is a remarkable preponderance of grammar school over primary work. An efficient primary practice school has been maintained for years. These figures show that the practice school should be extended through grammar grades in order that graduates of the normal school may be more effectively prepared for their work.

Closing at this time my connection with this school to enter upon another field of labor, in this my last report to your honorable body some comparative statements may not be out of place. I became principal of the school at the beginning of its fifth year. I found no records to assist me in my work. I believe the records are complete for the last fifteen years. The building committee, after selecting a beautiful lot of five acres, where the public school-house now stands, gave way to popular clamor and located the building where it now stands, "down on the main street," on the old Academy lot, and

kept the Academy, a worthless wooden building some sixty years old, as an ell to the new structure. The new part was very much in the rough, the Academic ell unsightly within and without. By the energy of Supt. Johnson, money was found for the completion of the building in its present style. There were not books enough belonging to the school to deserve the name of library. Instruction in the physical sciences was required by the course of study; the apparatus of the school consisted of a pair of globes, Magdeburg hemispheres, a small microscope, an air pump, a spirit lamp, and two or three test tubes. A chemical apparatus, which I took to the school, the State never paid for. Subsequently, by a special appropriation, apparatus and books were purchased. The school is now furnished with good apparatus for instruction in physics and chemistry, and a convenient laboratory. It has a library of more than thirteen hundred volumes, exclusive of text-books, carefully selected, classified and catalogued.

I subjoin statistics of attendance for the past fifteen years. The first number after the year represents the total attendance, the second number represents the number of graduates. It should be borne in mind that there were three terms a year for the first two years. Hence some pupils would be counted three times in the year, and these numbers should be reduced somewhat in comparison with the subsequent two-term years.

1869.....	255	.....14
1870.....	315	.....14
1871.....	278	.....19
1872.....	183	.....32
1873.....	149	.....22
1874.....	231	.....19
1875. . . . .	234	.....12
1876.....	256	.....30
1877.....	268	.....35
1878.....	254	.....38
1879.....	202	.....42
1880.....	141	.....37
1881.....	143	.....30
1882.....	104	.....14
1883.....	139	.....22

County Supervision was established in 1869 and abolished in 1872. The county supervisors were of great help to the normal

schools in increasing their attendance. Their influence closed in 1872, the figures show a diminished attendance in 1873. Beginning with 1873, there was a steady increase in the numbers in attendance until 1879, when the numbers declined coincidentally with the establishment of a second normal school in the western part of the State.

Dividing these fifteen years into three periods of five years each, some very suggestive average results appear. Arranging the numbers in four columns in the following order: 1st, total enrollment; 2d, total number of graduates for the period; 3d, average number of graduates for the year; 4th, ratio of number of graduates to total enrollment, we have the following table:

1869-73,	1,180	101	20 1-5	8	per cent.
1874-78,	1,243	134	26 4-5	10	“
1879-83,	729	145	29	19.89	“

The work of the normal school is to form teachers, and it is to be tested, like other professional schools, by the number of its graduates, rather than by its aggregate attendance. The standard required for graduation from this school has not been lowered for these fifteen years. The facts show that notwithstanding fluctuations in attendance, the number of graduates in each period, and the ratio of graduates to numbers in attendance has steadily increased.

The loyalty of its Alumni to the school was never greater, the professional character of the school never higher than to-day.

During my connection with the school 380 diplomas have been conferred, and from personal acquaintance I can say that these graduates constitute a body of men of whom the State may well be proud.

As my only apology for devoting so much space to these statistical details I will only say that I deem the results of great value in their bearings upon educational problems to be worked out in Maine, that for years to come no other person will have an acquaintance reaching over so wide a space in the history of the school, that no other other person, perhaps, will take pains to traverse this field.

Respectfully submitted,

C. C. ROUNDS.

WESTERN STATE NORMAL SCHOOL, }  
 Gorham Me., June 28, 1883 }

*To the Board of Trustees of Normal Schools:*

GENTLEMEN:—In accordance with the statutes of the State I submit the report of the Western Normal School for the first term of the year 1883.

The premonitions of coming change in the corps of teachers became a reality. Mr. Fenn left at the close of the spring term of 1882 Mr. W. H. Desper, of Worcester, was called by the inspectory committee to fill the position temporarily.

In November, 1882, Miss Helen M. Kimball, who had been a teacher in the school from its organization, left on account of sickness. She died in February, 1883. The school sustained in her retirement and death a very great loss. Possessing elements of character rarely united in so great measure in the same person, viz: A remarkable power of clear logical thought, and intense sympathy she impressed all who came under her instruction in a very effective way for their good. She moulded character as well as intellect, and her pupils were better men and women as well as better thinkers on account of her influence. Her impress is felt in the lives of those who were under her instruction here, and it may well be said of her that in the lives of these, her pupils, raised to nobler planes of living, by her teaching and example, "She being dead yet speaketh."

Miss Harriet A. Deering, also connected with the school from its organization, resigned in January, 1883, on account of failing health. She was a very superior teacher, of broad culture, fine social instincts and acquirements, accurate scholarship, good power of logical analysis, and an unwearied worker. She exerted a marked power on the minds of her pupils, by arousing and quickening the intellect.

To the place made vacant by the death of Miss Kimball, Miss Viola M. White, of Winchester, Mass., was called by the inspectory committee. Her work has been approved by her election in June, 1883.

Miss Grace J. Haynes was called by the inspectory committee to the place made vacant by the resignation of Miss Deering, and with results quite satisfactory to the committee.

The place in the model school of the intermediate grade made vacant by the transfer of Miss Haynes to the normal school, was filled by the committee in the choice of Miss Rosie Chute, a graduate of the school, who gives promise of being successful.

Miss B. A. Read of the primary department of the model school, was compelled by severe sickness to leave in February, 1883. Her place was supplied during the spring term by Miss Mary B. Stevens, a graduate of the school, who did good work for the term.

Thus the entire teaching force, except the principal, has been changed. Such a change must effect for a time the working of the school. It will take some time to bring about so perfect an adjustment of work, and the assignment of each subject to the teacher best fitted to give instruction in it, as was attained by the long associated experience of the former teachers. Yet the work of the school has been good, and each teacher has obviously sought by faithful work to advance the interests of the pupils. The promise is good. Twenty-five pupils joined the school as the class of 1885. They were well qualified to enter and give promise of an honorable record as to study and deportment.

At the beginning of the term the school had sixty-five pupils. A larger number than at any recess before, left at the end of the first quarter to teach. Most of these will resume their membership in the school at a future term. All the pupils have been faithful in study and careful in the observance of the regulations of the school.

The text books in use in the school continue as formerly, viz: Monroe's Readers, White's Arithmetics, Warren's Geographies, Berard's History, Wentworth's Algebra, Brooks' Geometry, Whitney's Grammar, Hill's Rhetoric, Hutchinson's Physiology, Norton's, Morrell's and Appleton's Chemistries, and so great a variety in the other departments of study and work, that it would be wearisome to designate.

The model schools are well patronized and efficient. They are an indispensable means of teaching the normal pupils, the principles and methods of work. For this purpose more use has been made of the model schools than ever before and the graduating class, while finding this practice in the model schools hard work, yet find it the most interesting work of the course and express themselves as finding in this practice work, the means, which enables them

clearly to understand points in the principles and methods of teaching, which when given theoretically, were not fully comprehended.

The liberality of the State in the extra appropriation therefor will do much towards putting the grounds in order, and making some slight repairs on the house, which are needed to prevent more serious damage. The school needs an addition to the library greater than can be made by the very limited amount available from the incidental fees. Some additional shelves and cases are needed in the library for books, which have to be piled upon the floor for want of such provision. There is a great want of a case in the department of science for the large collections of minerals and shells used in the study of Mineralogy and Zoology.

The graduating class numbers eighteen, characterized throughout their course by faithful, honest work and if not brilliant yet having what is better than brilliancy, the genius of work, and good common sense, exhibited by their success in study and the power shown in teaching in their practice work.

Very respectfully,

W. J. CORTHELL.

---

STATE NORMAL SCHOOL,  
Gorham, Me., Dec. 30, 1883. }

TO HON. N. A. LUCE,

*State Superintendent of Schools:*

I herewith submit the report of the Western Normal School for the year ending December 30, 1883.

At the beginning of the term in September, Mr. H. A. Esterbrook was employed by the inspectory committee to take charge of the department of natural science, in place of Mr. W. H. Desper, Mr. Esterbrook gives promise so far of satisfactory work.

Miss B. A. Read, being re-elected by the board, returned after her enforced absence, and was gladly welcomed by both pupils and associate teachers.

Twenty-nine entered the school at the beginning of the fall term in September as new scholars, and one who was out teaching returned, making an addition of thirty to the enrollment of the school. But the graduates, the number not graduates leaving to earn money to continue their studies, and the number dropping out from uneasiness,



reduced the attendance to the former number, sixty-five. To keep the school at the full number which can be taught well with the present number of teachers (about one hundred), demands an entering class of about fifty. With the dropping and sifting out that would leave about twenty-five to graduate in each class. Why do not the fifty come, is the interesting question.

The first cogent prevailing reason is lack of means. The yearly expense for board, books and incidental fees is one hundred and thirty dollars, or two hundred and sixty dollars for two years. Numbers of young men and women are desirous of the advantages of the school, but they have not the means. There are many of these in small towns with the opportunity offered by ungraded schools and short yearly sessions of those. They long for better opportunities, but the way to the better opportunities seems hedged up. These young men and women so situated are of good character, of fine natural abilities. They would make most excellent teachers. There is no way by which those noble men and women of large wealth, who are giving money so freely for schools, can benefit the State so much as by endowing scholarships in our State normal schools.

A second cause of the non-attendance of numbers is the feeling, quite prevalent in the public mind, that anybody who has some knowledge of the subjects to be taught can keep school.

A third cause is the low rate of wages paid in the public schools of Maine for even the best teachers, and the additional fact that under the present system of employment of teachers, little distinction is made between the trained and competent and the untrained and incompetent.

And a fourth and last cause doubtless is that candidates for the teacher's place see that the diplomas of the normal schools give their graduates no standing as teachers before the hiring officers. One who has passed an examination on entering the school, more rigid than the average examination in the State for the teacher's office, and whose subsequent course of two years has been one continuous test of knowledge, power and fitness to teach, must by present arrangements, stand side by side with one who has never been examined, and never heard, read, or thought of the subject of the teacher's work.

The first three causes are not to be remedied by any legislative action perhaps. This last hindrance may be removed by making

the diploma a certificate authorizing the holder to teach in the common schools of the State for five years.

The text-books and course of study of the school remain the same as at the last report, being deemed satisfactory generally. The course of study in the model schools has been somewhat changed. The former work prescribed in the upper grades of the intermediate, being found beyond the capacity of the pupils to do thoroughly and understandingly. The attempt to do it resulted therefor in cramming instead of growth. The model schools teach one lesson beyond a doubt, viz: That successive classes cannot do the same work, and that to insist on the same amount of work for each successive class can only result in mechanical, routine cramming and a consequent destruction of mental growth and scholarly ambition.

There is need of more extended practice school arrangements. A normal school without a practice school in every grade is shorn of half its legitimate power, and its work must be haltingly done.

There are other wants of the school. Some of these have been before stated and are not yet met, others are being gradually supplied. Enumerating all would be an ungrateful task.

The call for teachers is increasing, but the demand is constantly for higher and higher qualifications. When teachers are graduated from the school concerning whose power to teach and govern successfully no doubt exists, there is no difficulty in finding places for them.

The call during this fall has been beyond the power of the school to answer with those whom it could confidently trust to do the best work.

Respectfully submitted,

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL,  
Fort Kent, Dec. 31, 1883. }

HON. N. A. LUCE,

*Superintendent of Common Schools:*

The following report of the Training School in the Madawaska territory, for the year ending July 20, 1883, is herewith submitted. Two terms of twenty weeks each were held, one at Fort Kent and the other at Van Buren. The school at Fort Kent commenced October 2, 1882, and had an average attendance of 51. Here, much interest was manifested by all, and marked progress was made. A class of seven completed the course of study, and was graduated. This was one of the pleasantest terms in the history of the school.

The second term commenced at Van Buren, March 5th. We registered 34 pupils, but owing to the great demand for teachers to supply the common schools, many were obliged to leave during the last half of the term. One teacher, however, persevered and received the State diploma. No change has been made in general arrangements. The following text-books are in use: French and English Royal Readers, Kerl's Grammar, Montiet's and Harper's Geographies, Robinson's and Hagar's Arithmetics, Barnes' and Harper's Histories, Greenleaf's Algebra, Cornell's Physical Geography, Hutchinson's Physiology, Steele's Physics, Payson & Duntou's Book-Keeping, and Townsend's Civil Government. Webster's and Worcester's Dictionaries are in use. The usual amount of oral work has been done with general satisfaction. The school has been a success and a great benefit to all attending; it is surely doing a vast amount of good in this territory, reaching a class of young people who are of a proper age to receive the most benefit from it, and the greater portion of whom were it not for this school, would give but little attention to books or study, after the age of ten.

The school has now graduated sixteen teachers, and will graduate a class of twelve at Fort Kent, in March, 1884.

Very respectfully submitted,

VETAL CYR, *Principal.*

MAINE CENTRAL INSTITUTE,  
Pittsfield, Me., Nov. 30, 1883. }

HON. N. A. LUCE,

*State Superintendent of Common Schools:*

Dear Sir: Herewith I submit the annual report of the normal department of Maine Central Institute. The school year of forty weeks began November 6, 1882, and closed October 26, 1883. During the year, twenty-five different pupils have been in attendance. Seven are expected to graduate next June. The following is a list of text-books used: White's Arithmetic, Greenleaf's Algebra, Wentworth's Geometry, Norton's Physics, Hutchison's Physiology, Youman's Chemistry, Wood's Botany, Martin's Civil Government, Swinton's Geography, Houston's Physical Geography, Smith's Drawing, Meservey's Book-Keeping, Hill's Rhetoric, Kerl's and Whitney's English Grammars, Franklin Sixth Reader, Swinton's General History, Higginson's History of the United States, Lockyer's Astronomy, Dana's Geological Story, Hopkin's Outline Study of Man, Fairchild's Moral Philosophy, Kellogg's English Literature.

Very respectfully,

O. H. DRAKE, *Principal.*

## EDUCATIONAL ASSOCIATIONS.

---

### STATE ORGANIZATIONS.

The history of attempts to organize the teachers of Maine for the purpose of mutual improvement and the advancement of educational reforms, is the history of a process tardy of inception and slow in growth. Persons in other callings, and seeking to secure reforms in other directions, recognized the value of associated effort long before it was recognized by educators and teachers.

Not until 1867 was any organization of Maine teachers and educators of even the most general character, and having anything of permanence and force, successfully attempted. In November of that year was organized the Maine Educational Association, which existed and held annual meetings for sixteen years, or until December 1882, when by its own action it terminated its existence by voting to turn over its effects and work to its more vigorous and efficient offspring, the Maine Pedagogical Society, and to call no further meetings. During its life it did worthy work for our educational interests by uniting in effort our leading educators, and so helped much toward securing such advances as were made during the period of its activity. Its best work, however, was work for the future in giving birth to, and preparing the way for the successful and vigorous life of its successor.

At the annual meeting of the State Educational Association, held in Augusta in November, 1875, a proposition was made by Principal C. C. Rounds of Farmington Normal School, looking to the organization of a new and more strictly professional society. The proposition was received with favor, and a committee was raised and empowered to further consider the matter, and to call a meeting of those interested. The final result of the action so taken was the organ-

ization of the Maine Pedagogical Society, in May, 1880, a result which was reached only through several intermediate steps not necessary to describe, but all of which, carefully and considerately taken, led straight up to the end in view. The society thus organized differs from its parent and predecessor in several important particulars :

1. Its membership is strictly professional and of approved excellence, none being eligible thereto except such as are making educational work a business, as have received definitely prescribed scholastic training, and whose professional standing is proved by definite successful experience.

2. Its work is more definitely fixed. It is limited to special lines, and along those lines is to be systematically prosecuted, year by year, till definite results are reached.

3. Its financial affairs are so organized and administered as to give it means to carry forward its work to the best advantage, so that it can secure the publication and distribution of the records of its proceedings, and the results of its deliberations upon any of the subjects coming under its purview.

4. Its internal organization is more systematic ; it is more strongly and permanently officered than its predecessor.

5. It is, by special act of the Legislature, a chartered institution of the State, and so vested with fixed legal rights and powers. As compared with its predecessor it is, in short, a stronger, more vigorous body, and has entered vigorously upon more definite work, which is to effect our schools in a more special and definite way for good.

As indicative of the personnel of the society, and the scope and character of its work, the following list of its officers for the year past, and programme of its annual meeting, are appended :

#### OFFICERS OF THE SOCIETY.

---

PRESIDENT:

L. G. JORDAN, Lewiston High School.

VICE PRESIDENT:

R. WOODBURY, Castine Normal School.

## SECRETARY AND TREASURER:

E. W. HALL, Colby University.

## EXECUTIVE COMMITTEE:

THOS. TASH, Supt. Portland Schools.

A. W. BURR, Hallowell Classical Academy.

## ADVISORY BOARD:

C. C. ROUNDS, Farmington Normal School.

M. C. FERNALD, State College of Agriculture.

N. A. LUCE, State Supt. of Schools.

E. W. HALL, Colby University.

Miss S. C. STARRETT, Belfast High School.

## PROGRAMME.

THURSDAY, OCTOBER 11TH, 1883.

2.30 P. M.

1. Business of Organization.
2. Moral Instruction. Report of Committee, presented by  
M. C. FERNALD, State College of Agriculture.  
Discussion opened by A. W. BURR, Andover, Mass.
3. Shall this Society ask the Legislature for Authority to Certificate Teachers?  
Discussion by N. A. LUCE, State Supt. of Schools.

7.30 P. M.

1. Annual Address by the President.
2. The Educational Outlook in Maine, W. J. CORTHELL, Gorham Normal School.

FRIDAY, OCTOBER 12TH.

9 A. M.

1. Instruction in Mathematics. Final Report by Society's Committee:  
Geometry — C. H. SMITH, Bowdoin College.  
Arithmetic — C. C. ROUNDS, New Hampshire Normal School.  
Discussion opened by R. WOODBURY, Castine Normal School.
2. The Art of Questioning, A. J. PHIPPS, Supt. of Lewiston Schools.  
Discussion by A. W. BURR, Andover, Mass., and G. B. FILES, Augusta High School.

2.30 P. M.

1. The Relation of the Common School to the College, G. C. CHASE, Bates College.  
Discussion by H. L. CHAPMAN, Bowdoin College, and President SMITH, Maine Wesleyan Seminary.
2. Securing the Co-operation of Parents, THOMAS TASH, Supt. of Portland Schools.
3. Science in Common Schools, A. L. LANE, Coburn Institute.  
Discussion by C. F. WARNER, Farmington Normal School.

7.30 P. M.

1. Address by HON. HENRY BARNARD, Hartford, Conn.
2. Business Meeting of the Society.

SATURDAY, OCTOBER 13TH.

1. Instruction in Reading and Spelling. Final Report of Society's Committee, presented by W. J. CORTHELL, Gorham Normal School. Discussion by G. T. FLETCHER, Supt. of Auburn Schools, and R. WOODBURY, Castine Normal School.

2. Reports of Committees.

As stated in my report of last year, the society, among other work, has entered upon the consideration of the whole subject of instruction in its several general departments of language, mathematics, science, and morals, the outcome of which is intended to be an authoritative outline of the work in those departments proper to schools of different grades, of the character of the text-books and appliances needed, and of the methods of instruction to be pursued in order to obtain the largest practicable results. In order to do this work in the most careful and thorough manner, these subjects have been placed in the hands of carefully selected committees who are instructed to report to the society the results of their deliberations in prescribed form, having previously printed those reports and distributed them among the members. When so presented these reports are to be subjected to criticism, and, if necessary, amended by the society as a whole, and then by vote adopted and so made authoritative. It will be seen by examination of the programme that this work is well advanced, final reports of the committees on reading, spelling, arithmetic, and geometry, having been



made. When this work shall have been completed, as it is intended it soon shall be, and the results made available to every teacher in the State, as they will be, we shall have a manual of pedagogy so unique in plan, authoritative in statement, usable in form, and practically adapted to the condition of our schools, that it will be of incalculable value.

It will be noticed that, at the last meeting, the question, "Shall this society ask the Legislature for authority to certificate teachers?" was under discussion. As the result of that discussion, a committee was appointed to consider the feasibility of such course, and, if considered feasible, to report a plan for such certification. The grounds upon which such authority should be asked and granted, if granted, are something as follows :

There is no good reason why one who has thoroughly qualified himself to teach, who has proved his fitness for his work by extended successful service, and who has chosen teaching as his regular and only vocation, should be subjected to an annual examination by others often than his peers in the same calling, and compelled to take out an annual license or certificate, in order legally to pursue his vocation. In no other profession is anything like this required. In law, medicine, pharmacy, and the ministry, when one's fitness to practice his profession has been proved by an examination before those of his own chosen calling qualified to pass upon the matter, he is licensed once for all, and admitted to all the rights and privileges of his guild. There is no reason why the profession of teaching should not be governed by the same rules. It is just as absurd that a teacher, whose fitness for his work has been tested time and again, and proved by repeated examination and long successful service, should in order longer legally to follow his calling, be required to appear annually for examination before a board of lawyers, doctors or ministers, as that a physician, whose skill has been proved in a long and successful practice, should be required annually, in order to secure the right to practice longer, to appear for examination before a board of farmers,

blacksmiths, or carpenters. Yet just this absurdity exists in our law to-day. To eliminate it from the law, let this society, made up of professional teachers of the highest character in both literary and professional attainments, and chartered by the State for the avowed purpose of advancing the educational interests of the State by increasing the efficiency of its teachers—let this society have authority to grant certificates of legal force, good for extended periods and for life, to such as are making and intend to make teaching their sole business. Such a measure would not only eradicate from the law an absurdity which works hardship and injustice to the better class of teachers, but would also serve to increase in number that better class by setting before all a standard of attainments to be reached only by worthy work. Other States have sought these ends through the organization of special boards having such authority. The existence of this society in our State, the only one of its kind in the country, obviates the necessity for such a board—it is such in itself.

#### COUNTY ORGANIZATIONS.

The history of county educational associations in this State up to 1881, is largely a history of failures. Previous to that time such associations had, at some period, been attempted in nearly every county—had organized, started out with more or less of vigor, flourished for a season—and died. At the time named there were living only five such organizations, one of which had held no meeting for two years, and two of which were less than a year old.

Within three years these conditions have utterly changed. To-day we have seventeen vigorous and aggressive associations,—one in every county except Sagadahoc, and two in Oxford and Washington each—whose aggregate enrolled membership is nearly two thousand, and is still increasing. They have held during the past two years, forty-seven meetings, each of two days, at forty-five different points, and

these meetings have shown a constant gain in excellence and interest. Thirty-six of them I have attended and, therefore, speak from personal knowledge in attributing to their work an exceptional excellence and value. I have been constantly more than pleased by the vigor, point, and literary finish of the papers presented, many of them by teachers of ungraded schools, and by the terse, practical, common sense thoughts and suggestions that have characterized the subsequent full and free discussions of the topics presented in those papers. In many of these meetings, especially of the last year, I should have felt a State pride, had they been State instead of county gatherings. As indicative of the character and scope of the work done by these associations during the year, I invite attention to the valuable papers inserted in the appendix, and also to the following general programme for Fall meetings, 1883 :

I. CONDITIONS OF SCHOOL WORK:—(1) Ventilation; (2) Heating; (3) Seating; (4) Cheerfulness.

II. SCHOOL ORGANIZATION:—(1) Preliminary; (2) Classification; (3) Programme.

III. SCHOOL GOVERNMENT:—(1) To secure quiet; (2) To train to Self Control; (3) Methods.

IV. SCHOOL TACTICS:—(1) Nature and Purposes of; (2) Class Movements; (3) Giving Recesses; (4) Helping Pupils; (5) Dismissing School.

V. TEXT-BOOKS:—(1) Importance of; (2) Character of; (3) Use and Abuse of.

VI. USE OF BLACKBOARD:—(1) In Instruction; (2) In Assigning Work; (3) Miscellaneous.

VII. GENERAL EXERCISES:—(1) Purposes of; (2) Character of; (3) Frequency of; (4) Methods.

VIII. TARDINESS:—(1) Evils of; (2) Causes of; (3) Cure of.

IX. TOPICAL TEACHING:—(1) Advantages of; (2) To What Subjects Applicable; (3) Methods.

X. EDUCATIONAL INFLUENCES:—(1) Of Teachers; (2) Of School-Room; (3) Of Fellow Pupils; (4) Of Home.

The exceptional success attending the organization and work of county associations during the three years past, as

compared with that of their previous history, is attributable to two causes, viz. :

*First* — To the work of our free high and normal schools. The primary condition of the successful organizing and working of these agencies for the improvement of teachers, and, through their improvement, for the bettering of the schools, is the existence of a considerably numerous class of earnest, progressive teachers, anxious for better preparation for their work, and, at the same time, possessed of more than average literary culture and professional skill. Such teachers in sufficient numbers to do the real work required without its becoming too heavy a burden, and to create and keep alive enthusiasm, were not possible, except in specially favored localities, before the high schools had contributed to the mental furnishing, and the normal schools to the professional spirit and knowledge of a large portion of the teaching force of the State. This primary condition has not long existed ; but it does exist to-day, and is every year becoming more general, thus giving assurance of yearly increasing vigor and usefulness in these associations.

*Second* — To the peculiar relations existing between these and the State Department of Education. When in 1881 the Legislature made a small appropriation for the holding of teachers' institutes or meetings throughout the State, it became a question how best to expend the sum thus provided in order to secure the largest returns. It was too small to make possible the employment of regular lecturers or instructors who should make a systematic tour of the State, and hold in each county meetings of one or two days even ; nor, if such a course were practicable, could such meetings be made successful without some agency to make local arrangements, as the history of past institute work had abundantly proved. The instruction of these institutes must, therefore, be by local talent, and such other as could be procurable with small expense to the State ; and local agencies must be organized to do local work as needed. Through county associations both these ends could be secured, if such

associations could be made successful. After careful study of existing conditions, it was felt that success would be sure, if they could be so organized and managed as not to bring upon their membership the burden of expense necessarily incurred for printing and distributing programmes, and for otherwise advertising their meetings; if the work of instruction in the way of papers and discussions from local sources, could be supplemented by other like work from outside parties when needed; and if that work could be directed and guided year by year to definite ends uniform throughout the State, by some general and recognized authority. On this basis, therefore, new associations were organized, and those existing willingly ranged themselves into line. By a sort of tacit compact between them and the State, they are to hold meetings at least once a year, at such places as they may fix, but on dates fixed by the State Superintendent. For those meetings they are to make necessary local arrangements, and are to be responsible for the major part of their exercises, in the form of papers and discussions upon topics mainly suggested by the State Superintendent. The State is to defray all the expenses of these meetings, to secure the printing of programmes and their distribution, and all necessary advertising, and to furnish such outside help as may be needed; and it claims the right and privilege of being represented and participating in them through the State Superintendent or some substitute by him selected. These associations are thus in a sense State institutions, but voluntarily so. The best teachers of the several counties willingly unite to serve the State by giving the best fruits of their professional study and experience to their less favored co-workers, in order to help them to larger usefulness, because of the good to themselves accruing therefrom; but this service is conditioned upon the State's assuming its share of the burden imposed thereby. In this mutual relation between the State and these associations, is a guaranty to their successful continuance so long as such relation shall continue.

Successful as these associations have proved to be in the work set for them to do, they can be made far more successful, and thus more valuable in service to the State, by the removal of an obstacle which hinders many teachers, who would derive most benefit from them, from attending their meetings. These meetings must of necessity be held when many of the schools are in session, and such schools must be closed if their teachers would attend. The district insists upon the full measure of service of the teachers in days and hours; hence, if the school stop for two days, the teacher must forfeit so much from wages, or make up the time. The teacher can not afford such loss in many cases — and ought not in any — and, hence, keeps to her work in the school-room when her own good and that of her school, would be better subserved by her presence in the association meeting. To obviate this difficulty partially these meetings are generally held Fridays and Saturdays, and thus many teachers are enabled to enjoy their benefits for one day, who would otherwise be wholly deprived of them. Some of the more intelligent school officers give their teachers the privilege of attending both days without loss of time or pay, and act wisely in so doing. Such privilege should be made by law the right of all. Every teacher, engaged in school work at the time of the annual association meeting for his or her county, should be authorized by law to close school during the days of that meeting, without forfeiture of time or pay, provided that such teacher shall present satisfactory evidence of constant attendance upon such meeting. Till the law does give such authority, school officers should grant it as a privilege.

## WHAT SHOULD OUR POLICY BE?

In the preceding pages the condition of the public schools has been somewhat fully discussed. That condition has been shown to be one of evident improvement along certain lines, and of needed improvement along other lines. The improvement made should be continued by continuing in activity the forces of which it is the resultant; and advance should be sought along other lines by bringing new forces into action whenever practicable. What can be done to secure further advance? Of what forces are the improvements already made the result? Are new agencies needed to continue those improvements? Can gains be made in other directions without change of system through legislation? These questions are pertinent. They grow logically out of the form and purpose of this report. To answer them will be to make "such suggestions and recommendations as will best promote the improvement of the schools" — which the law requires. To answer them in whole or in part will be, in short, to indicate an educational policy to be pursued by those having our school interests in charge for the coming year. What should that policy be?

### I. TO SECURE BETTER INSTRUCTION.

Better instruction implies four things :

- 1, Better teachers ;
- 2, More permanent employment of teachers ;
- 3, More careful and critical inspection of work ;
- 4, Better supply of school appliances.

The condition of the schools as shown by facts is one of marked improvement in the first of these particulars. There has been evident gain also in the second, and possibly in the third, but the opposite in the fourth. Standing as a hindrance to improvement in all of these particulars, however, is that bar to progress, the district system ; but even with that in

the way progress is possible in all. How can we secure then, improvement in these regards?

1. *Better Teachers.*

During the last two years, as has been shown in a preceding part of this report, there has been a very marked improvement in the character of the teachers employed, as to experience or inexperience, and consequently as to skill or lack of skill. In the former of these years the number of experienced teachers increased 1,810 and in the latter, that increase was held, and still further relative increase was made. During these years for the first time an attempt was made to secure something like a systematic, general, and uniform examination of teachers; examination questions in the statute studies of the public schools, were sent out from this department to the school committees of all towns in the State, with the recommendation that, so far as practicable, all teachers of ungraded schools at least, should be required to pass a satisfactory examination in them—a recommendation very generally followed. Is it not fair to assume that the co-existence of these two conditions is more than mere coincidence? It was a matter of public knowledge, made so by items in nearly all the papers in the State, that such examinations were to be held. Naturally in employing teachers school agents would seek such as were most likely to stand the test, as those who had taught would be most likely to do. Naturally, too, many who had never taught but were desirous to do so, if doubtful of their ability to pass examination, failed to apply for schools, and thus made place for those who had taught. It is almost certain, in fine, that the improvement in the efficiency of teachers employed during the two past years, is due almost wholly to the direct and indirect influences of the more searching examinations held by the school boards of the towns, and by their more decisive action in refusing to certificate such as failed to pass those examinations.



We shall hold the advance made and make further advance, then, in increasing the efficiency of the schools by compelling the selection of the best teachers available and by making available better teachers by creating a demand for them, if we shall continue in force, and make still more efficient, the examinations in which such advance has had its origin. They have been kept in force during the current year, and the questions therefor will be found in the appendix. Similar lists with the addition of questions to test the professional knowledge of candidates, will be issued during the coming year. Let committees and supervisors, without fear or favor, apply these or similar questions to test thoroughly the fitness of every candidate for the schools under their charge, of whose qualifications they have not the fullest and most accurate personal knowledge; let them refuse decidedly to grant certificates under any circumstances to any who are of doubtful fitness; let them make it generally understood by all concerned and by school agents especially, that no incompetents need apply; let them, in fine, stand at the entrance to the schools to guard them vigilantly against the admission of all except the best obtainable teachers, and one at least of the many evils of the school district system will be reduced to the minimum—along one line, and that the most essential one, they will push the schools to higher efficiency.

But literary and professional qualifications are not all that must be demanded in those who are to teach our children. The schools have a higher purpose than to make merely intelligent men and women. Teachers are to do more than to instruct their pupils in the knowledges which are of use in the common business of life. They are, in the words of that noblest utterance in all the statutes of the State, to “use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry and frugality; chastity, moderation

and temperance; and all other virtues which are the ornaments of human society." Herein is required of the truly fit teacher, more than breadth and accuracy of knowledge, more than power to organize and rule wisely; herein is demanded character, the being himself all that he would impress upon those under his charge. Pure waters do not flow from turbid and filthy fountains; nor more from boorishness, and falseness, and impurity of thought and speech, and selfishness in act and feeling, and laziness, and drunkenness, and unchastity, can proceed an impress of courtesy, and truthfulness, and purity, and benevolence, and industry, and sobriety, and chastity. Character, then, should be demanded in the teacher equally with fitness in other regards. Nay, the law puts this demand before all others in expressly providing that, "on satisfactory evidence that a candidate possesses a good moral character," he shall be examined as to his fitness in other regards.

While, therefore, looking with more careful scrutiny than hitherto into the general fitness of our teachers for their work, let us make special inquisition as to fitness in this matter of character. Let us demand for our schools not only the best in instruction and government, but also the best in example, in character; and to this end let us insist upon that "satisfactory evidence" thereof which by law it is both the right and duty of committees to demand.

## 2. *Permanent Employment of Teachers.*

School committees have, under the district system, no veto upon change of teachers from term to term, as they have upon employment of incompetents. In this regard the legal authority of the school agent is absolute. So, under that system, a constant succession of new teachers, term after term, is the general rule, notwithstanding that both theory and experience prove that such practice is wasteful of time and force of both teachers and pupils, and, hence, wasteful of the public moneys.

In the annual reports of school committees this condition of things is one more frequently noted and decried as an evil, than any other. Agents are urged publicly to secure the best available teachers, and to keep them in their schools. Out of this practice of committees and the influence exerted thereby, has grown probably that change for the better in this regard, which is manifest in the condition of the schools as shown by statistics. It is evident, therefore, that while committees have no legal power to correct this evil, they can do much to reduce it in magnitude by their influence and advice. Let them, then, continue to cry aloud and spare not in their annual reports to their fellow citizens. Let them do more than this; let them urge agents individually and privately to do what they publicly urge them to. Whenever in any district they find a competent teacher doing especially satisfactory work in a summer term, let them strongly advise the agent to retain that teacher for fall and even winter terms; and let them do missionary work among the people of that district for the same end. In short, taking encouragement from what they have already been able to accomplish in this direction, let them seek to make their influence still more potently felt.

### 3. *More Careful and Critical Direction and Inspection.*

The law in providing that the schools shall be visited at least twice each term, thus prescribing the minimum of inspection while leaving the maximum unlimited, indicates the importance of this agency in securing the best results in instruction. It recognizes the general principle, as applicable to school work as to any other,—that the best results are secured when the worker's sense of responsibility for processes and results, is kept in constant activity. It matters not how competent, how faithful, how devoted a teacher may be, he will do better work because of the vigilant oversight of the supervisor as his work goes forward, and because of final tests to be applied to it. Much more is this true of

those teachers who are not distinguished for competence and devotion, who need direction, encouragement, and often inspiration. Many a school which otherwise would have been a failure, has been made successful because of the intelligent help, the wise direction, and the kindly encouragement of supervisor or committee, given in a well timed visit. Many a one has been preserved from degenerating into superficial formalism of work, both of teacher and pupils, because of the final testing to which that work was to be subjected. Visitation, then, vigilant inspection, direction, and testing of the work of the schools, at least up to the demands of law, should be considered a religious duty by committees and public alike.

In this regard there is evident need of improvement. More than a thousand terms during the year, as statistics show, were not visited as the law directs. In some cases, doubtless, because of failure on the part of school agents to give necessary notice, this failure to visit was excusable; in most cases it was a palpable neglect of duty. This disgraceful record should not be repeated. Let me earnestly exhort the committees of this year, under whose eyes these pages shall come, to such a zealous performance of duty in this regard, as shall reduce their record of failures to scores in place of the thousand and more of last year.

In order to secure the best results from inspection, most schools, especially those under new teachers, should be visited at least three times during the term. At the first visit, made as soon after the beginning as practicable, the organization and classification made by the teacher should be carefully examined, and necessary changes and improvements suggested; by mutual comparison of views of teacher and inspector the work to be done during the term should be somewhat definitely planned; the matter of text-books should be looked after, and measures inaugurated to have pupils who are lacking, or who have books not of the right kind, supplied with such as they need; finally the condition of the school-room and its furnishing should be noted, and the

agent notified to make any needed repairs, and to furnish such supplies as may be lacking. Within two weeks from the first, another visit should be made. Its purpose should be to ascertain whether and how successfully the suggestions, directions, and plans of the first visit, are being carried out; to give such further directions as the condition of the school may make necessary; and to detect any premonitory signs of future trouble, and apply the needed preventives. This visit will generally be brief but not less important therefor; it will generally determine whether other visits are to be made; sometimes upon it and its results will depend the future of the school. The final visit should come in the last week, and the last day of the term if practicable. Its purpose should be to test thoroughly the results attained, by means of searching oral examinations over the term's work — not necessarily of all classes, but of so many as will bring every pupil under examination in some subject. To this visit special importance should attach in the minds, not only of teacher and pupils, but of parents also, and their attendance should be secured if practicable. To add to its interest the class exercises may be interspersed with select readings, declamations, singing, etc., thus making it somewhat of a school exhibition as well as examination.

Inspection of the kind outlined above, having in it definiteness of plan — clearly defined purpose, will not only tell upon the progress of the schools, but upon public interest in their well being. Such inspection is everywhere needed — is needed especially in many localities to bring the theory and practice of supervision into that public repute, which it has failed to gain because of the dead formalism and do-nothing form in which it has too frequently masqueraded. I most earnestly urge upon committees and supervisors the importance of such inspection, as one of the potent agencies for securing better instruction.

#### 4. *Better Supply of School Appliances.*

To the largest effectiveness in instruction more than teachers and text-books are necessary. Invention here, as in other lines of activity, has been busy, and, studying the philosophy of instruction and the educational needs of the time, has sought to bring to the aid of the teacher helpful appliances to enable him to attain larger and better results. So globes, and maps, and charts, and a great variety of useful appliances to aid in teaching almost every subject in the schools, are procurable at remarkably small expense. With these instruction becomes largely objective, as the law of the child's mind in all stages of its development demands that it should be, and thus instinct with life and fruitful in growth. Without them it is crippled of half its force.

Of these appliances our schools, especially our ungraded schools where they are most needed—if most needed in any class of schools—are shamefully deficient, as has been shown in another place in this report. And, as there shown, such deficiency is largely owing to our district system, which takes the furnishing of them out of the hands of agent and school committee and makes it dependent upon a vote of the district. It is difficult, therefore, to suggest any practical measures that can be taken to secure improvement in this regard where the district system prevails. Yet the need of improvement is so pressing, the schools are so greatly suffering in efficiency from lack of these appliances, and they are now in cost within the means of so large a portion of the schools that I cannot refrain from calling attention to their importance and invoking the influence of committees and supervisors in aid of their supply. As before stated, a fair globe and a set of the "Complete School Charts," published by Ivison, Blakeman, Taylor & Co., containing nine outline maps, six charts for teaching arithmetic, four for penmanship, two for drawing, three for history, four for civil government, and two for phonic drill, can be had for \$12 at most. If a set of these charts could be placed in every ungraded school

in the State during the year and used in the daily work of instruction, they would in a single term more than pay for the outlay.

## II. IMPROVEMENT IN TEXT-BOOKS.

That, in the same school at least, there should be uniformity of text-books, does not need argument to prove; nor is it necessary to prove that every pupil should be supplied, when he enters the school, with all needed books. In view of the importance of these working tools of the school — of the absolute necessity for them in order to class instruction, these are almost self-evident propositions. And it follows that they should be readily procurable and at the least possible cost to the pupil; otherwise uniformity can not be maintained, even when once secured, nor will there be full supply.

The condition of the schools in these regards, as has been shown, is far from satisfactory; and it is growing even less satisfactory, especially as regards uniformity and supply; and this because the conditions of supply need amendment. Under conditions existing in most towns, prices are too high; under those in many of the smaller rural towns, books are not readily procurable. What can be done to improve these conditions? How can uniformity and supply, once secured by adoption, be made constant, and cheaper books be procured? There are only two answers to these questions with the law as it is.

### 1. *By the Agency Plan of Supply.*

The law governing the selection and adoption of text-books, provides that, when committees have made selection, they may contract with the publishers for the purchase and delivery thereof, may regulate the sale, fix the retail price, which shall be marked on the title page of each book, and appoint an agent to keep and sell them. In furtherance of this plan towns are authorized to raise money to furnish them at cost

to pupils. Under this plan books of the proper kinds and no others are readily obtainable without sending out of town for them, and at rates from twenty-five to forty per cent less than the ordinary retail prices. The actual expense to the town is evidently only the annual interest on the sum raised and invested in books in the agent's hands. This plan is feasible even where books have been adopted and in use for several years; for the town may at any time by vote make a new selection and adoption, if the publishers of the books in use will not become party to the contract contemplated.

The advantages of this over the ordinary plan requiring pupils to procure books as they can, and where they can, are obvious. Nor are they merely theoretical, since they have been proved by experience in several towns in the State. I therefore earnestly recommend that committees and supervisors bring this plan to the attention of their towns, and urge its adoption in all cases where the better plan presented below cannot be adopted.

## 2. *By the Free Text-Book Plan.*

The more desirable method of furnishing text-books — the only method which secures complete and constant uniformity and supply at the least possible cost, is the free text-book plan authorized by law, and which prevails in Auburn, Bath, Brewer, Dexter, Lewiston, Oakland, Orono, Waterville, Westbrook, and several other and smaller towns. As fully explaining the working and advantages of this plan, I here introduce extracts from a statement made by Samuel Libbey, Esq., of Orono, before the State Educational Association, in December, 1880, and printed in the appendix to my report of that year:

“Seven years ago the people of Orono made an important change in the method of furnishing the needed annual supply of school books for the use of the children of the several schools. At that time the parents and guardians of the children were required to supply them with all the books they needed while the town furnished the teacher, the school-house and school furniture, a method similar to that in use to-day in most of the towns and cities of the State. The frequent changes in books it became neces-



sary to make, to secure the best results in teaching, added to the first cost of the original supply, entailed a considerable burden upon nearly all the citizens, and in many cases a burden they were ill able to bear. The town came to the relief of these last named from year to year, and the cost of furnishing them with books, by no means small, was added to the tax bills, so that too many people of rather limited means were not only compelled to procure the books for their own children, but also to contribute towards the payment of books for the children of others. A remedy for this state of things was sought, and at the annual town meeting in March, 1874, the town took in the situation and voted by a considerable majority to raise six hundred dollars for the purchase of school books, the amount to be expended by the School Committee, and thus solved the problem. There was, of course, some opposition in the town meeting to this new departure, but the inhabitants deemed the trial one worth making, and so voted after the advantages claimed had been carefully stated by those who had given no little time and thought to the consideration of it. A supply of books was procured by the Committee, in part at introductory rates and in part at exchange rates, and these were put into the schools to furnish a full supply to all who failed to bring in the books they needed. They were first carefully labelled and numbered, each book containing the regulations prescribed by the Committee, after which they were distributed to the several teachers and by them loaned to such scholars as had not the required books of their own.

True, this caused some little additional labor on the part of the School Board and the teachers, the latter especially, but it was performed with cheerfulness and a sincere desire to give the plan a fair and thorough trial. All the scholars having books which they could use were required to use them so long as they attended school and the books remained of the proper kind to use. When changes were made the children were requested to bring in their old books as a donation to the town, and to receive in return the *use only* of the new ones. With the approbation of their parents they responded liberally, and a considerable number was thus obtained, the value of which went to cut down the cost of the first introduction. Writing books, drawing books, slates and pencils, were not furnished by the town, because none except the slates could be used a second term, and none have been furnished since. A number of scholars having ceased to attend school because they had attained their majority, or for other satisfactory reasons, having books which could be used advantageously by other scholars, sold them to the town at low rates, thereby saving something to both parties. The following year a strong move was made against the system and for that year was successful. In 1876, however, at the annual meeting, the town voted, with hardly a dissenting voice, to adopt as a standing rule the setting apart from the school fund of two hundred dollars, annually, till otherwise ordered, to be expended by the School Committee in procuring school books. Under the authority of this vote all the needed supplies except those just mentioned, have been furnished without interruption from that day to this. As the school population during these years has numbered from six to seven hundred, varying somewhat in the different years, and the money not large for that number of scholars, it will be seen that great care and rigid economy were necessary to get the needed supplies without causing the appropriation to be overdrawn; but difficult as the task was it has been accomplished so successfully that during the year 1879 the amount expended for all the books for all the scholars was only \$140.29, and yet every scholar attending school was supplied with all the books he needed or could use, and the number of different scholars registered in the year was 527. In their annual report for that year the Committee said, in relation to this question, 'The cost to the town for each scholar was only 26 $\frac{3}{4}$  cents for the year.

We are not aware of any other method by which the needed annual supply can be procured at so little cost.' The labels, one of which was attached to the second page of the cover of each book, state the conditions upon which the scholars are permitted to use them, and are as follows: 'Books must be accounted for to the Superintending School Committee when the keys and registers are returned at the close of the term. Any scholar losing or materially injuring a book is to replace it at once. It must be regarded as a serious offence to mark upon or otherwise deface a book furnished by the town. Teachers will be held responsible for the proper care of books.' Of course, the books are intended for use in connection with the schools in term time, yet in a few cases they have been loaned by the Committee for use during vacation time, but the school terms are of such length generally that the calls for vacation use have been but few indeed, I think not more than a dozen in a year. The losses through malice, or carelessness of the scholars, have been so small that during the last seven years only two books have been lost from the High School supply, and one of these was paid for by the scholar losing it; the other was a loss to the town. The whole amount of losses will not average one per cent. per year of the cost of the books furnished to any school. This is so small that it is without doubt less than any farmer or mechanic who employs help loses in tools every year.

Now what have we gained by the adoption of this system? I answer, we have secured *uniformity of text-books*. How best to secure uniformity has been for years a much mooted question, but we think we have settled it in a rational way.

We have secured a *satisfactory classification* in all our schools. After a carefully conducted written examination, our scholars are sent up from the lower to the higher schools and there put to work in classes according to their acquirements and their ability to perform the tasks assigned them, and no class is kept back by the inability to keep up of one or more scholars who, having the proper class books, had pushed themselves into the class for that reason and that only. Now no scholar is permitted to use a book not suited to him, on the contrary, just the book he needs is furnished him without delay. We have lessened the number of classes in many of our schools, and every teacher knows that with fewer classes more time can be given to each in the recitation.

We have secured an *adequate supply* of all the books needed. There is no longer with us any ill feeling between the teacher and the parents because the much needed book is not furnished at once. I have no doubt but many parents have felt grieved in times past because of their inability to have ready at the commencement of the term all the books for a large family of children. This source of irritation is now happily removed; and when the children reach the school-room all the books they need are found ready for immediate use.

We have found it *the most convenient method*. On the first day of the term, when the teachers enter the school-rooms, they find a full supply of books for all the scholars. These they distribute and charge to the scholars by numbers, keeping a strict account with each one. The whereabouts of any particular book belonging in any school can be told at any time, and if it receives any injury the scholar liable therefor is at once known. No scholar loses any school time from a lack of books, or a tardy supply because his parents or guardian are unwilling or unable to furnish them, but he is enabled to go to work at once upon the lessons assigned him, and we should be indeed surprised if the whole school was not fully classed and a recitation heard from each class on the very first day of the term.

*Transfers and exchanges* of books are much more easily effected than formerly. If, for instance, yielding to the persistent importunities and assurances of the every-

where-present book agent, that genial and almost indispensable member of society,—may his shadow never be less,—whose books ought always to be the best in use—if, I say, yielding to his advice we finally consent to a trial of some new book, in a given school, supposed to be the proper one for the use of that book, and a fair trial on its merits convinces us that it is better adapted to some other grade than that into which it was put, we are enabled to transfer them at once, without loss to the town or to the pupil, and to put them where they will do the most good. Also, if it is thought desirable to adopt some new ones in place of certain others past their usefulness or worn out in the service, the old ones can be gathered up and exchanged on paying the difference, and the new ones substituted without loss of time or money, and without creating any feeling of expensiveness on the part of the people. This is a point upon which most people are rightly sensitive, and our method enables us to avoid the charge entirely, and to keep our schools constantly supplied with the best to be had.

We have *increased the attendance* upon our schools. Now no scholar remains out of school from a lack of books, neither does he feel himself an object of charity because he studies books belonging to the town. On the contrary, each one has as good and as many books as any other scholar, if he needs them, and in this respect is the equal of any other. The advantages to the community of a large attendance upon the schools are not to be overlooked or under-estimated; and it seems to me that any method which will secure this without fail is one well worth considering by those in authority. Our schools are now absolutely free to all our scholars, and there is nothing whatever in our method of conducting them to hinder the poorest children from acquiring a good, practical education.

Last, but by no means least, *we have made large savings in cost* of our books. We purchase in large quantities, direct from the publishers, and at a discount of not less than forty per cent from retail prices, freight paid on first supply to us and freight paid on the old books sent in return when exchange rates are given. We buy frequently more than wanted for immediate use, enough for two or three years, perhaps, if the discount is larger than the interest on the expenditure for the given time, and the books are in use continually till worn out. Our experience has shown that the life time of our books is longer when owned by the town than when owned by individuals, as the scholars are put upon their honor and are taught that it is a breach of good morals to injure an article loaned by another, no matter whether that other is an individual or the town. Small books, like First Readers and Primary Arithmetics, last two or three years, the time being governed largely by the binding of the books which is rather poor sometimes. Larger books, like the Fourth and Fifth Readers, Histories, Philosophies, Grammars, etc., being in the hands of older scholars, last from five to seven years. Not only is there a large saving to the town as a whole, but there is a much larger saving to the parents, for now when a pupil is sent from the primary to the intermediate, then to the select and the high schools in turn, there is no additional expense for books on account of such change. When a scholar leaves school finally, he leaves the books behind for the use of him who comes next, and thus the cost to the town of maintaining the supply is but little more than that of the average annual wear, similar to that of the school buildings, which must have occasional improvements and repairs.

I do not advocate the adoption of the free text-book as a panacea for all the ills of our educational system, but do offer it as a very important factor in the solution of the problem of how to secure the greatest good of the greatest number at the least cost, in the matter of book supply. The laws of the State and the action of the

people under them, have apparently settled the question of a liberal money supply for the support of the schools; the necessary school buildings and other accessories to good schools have been generously provided, and now it remains to increase the attendance of the children, by removing the only other obstacle in their way, viz., the requisite supply of school books. Adopt the method which has been so successful with us during the past seven years, and there will be no excuse whatever left for the children or their parents to urge against their constant attendance at the schools while they are in session."

The superior advantages of this plan as above presented—and concurrent testimony to these advantages could be secured from every town in which the plan has been adopted—would seem to recommend it for general adoption. As before said, it is the only plan which meets completely all the conditions of the text-book problem, giving constant uniformity and full supply at least cost. I therefore recommend it to the careful consideration of committees, and urge them to bring it to the attention of their towns in their annual reports and otherwise, and to use their best energies to secure its adoption.

### III. MORE THOROUGHNESS AND SYSTEM IN THE WORK OF UNGRADED SCHOOLS.

That the graded is superior to the ungraded school is universally conceded. In the former the pupil from the start works according to a definite plan, based upon the laws governing his mental development and growth, and upon the value of the different subjects of study in the course to induce natural, healthy, and symmetrical mental growth, and to discipline and train his faculties to effective use. Instruction is made thorough, because every step in his progress is to be taken once for all—is not to be retraced term after term—and hence is more carefully taken, because each week's work, each term's work, each year's work is, after thorough and careful testing, made a finality. In this system and thoroughness in instruction is its essential difference from and superiority to the ungraded school as it exists to-day; and in the want of such system and thoroughness is one of the serious defects in the work of the ungraded school.

Can the work of the ungraded schools be made more thorough and systematic—be reduced to something like that of the graded schools? Can it be arranged, and planned, and mapped out in well ordered courses of study, so that the pupil shall be led steadily along a well defined path to a definite end? Or are there, in the very nature of these schools, conditions such that their work must be controlled in its processes largely by the caprices of pupils, parents and teachers; must be characterized by a constant superficial going over, again and again, term after term, of the same ground, in the same subjects, with nothing thoroughly finished; and must end only when the pupil of his own will, or that of his parents, simply stops going to school? These are important questions whose answer is involved in the solution of a problem engaging the attention of school men in almost every State in the Union. That problem is already partially solved in our own State, and the solution proved by successful experiment, in so far as to demonstrate three facts.

1. By a proper system of regular reviews and tests, whose results can be made matter of record of no very complex form, it is practicable to make the work of every term of ungraded school a finality, and thus to make every pupil's work for any term a regular and definite advance on that of his last preceding term.

2. It is practicable to arrange, for the ungraded schools of any town, a partial course of study including work for the last four years of school life, comprising two terms each of average length, with regular graduations therefrom.

3. In towns whose schools are managed under the town plan, and, hence, are all of the same length, a complete course of study is practicable, upon which the pupil enters at the beginning of his school life at six years of age, and from which he may graduate at sixteen or eighteen.

1. *Reviews, Tests and Records of Work Done.*

The special feature of graded school work which induces thoroughness, as already stated, is the constant reviewing,

testing, and recording of the work done term by term, upon which the pupil's advance to the work of the next term is made dependent. There is nothing in the nature of the ungraded school rendering such reviews, tests, and records impracticable. That they have not been a feature of ungraded school work, has been because they have not been required; and because, instead, popular opinion has judged the ability of the teacher and the progress of the school, by the amount of ground covered, the number of pages gone over, rather than by the thoroughness of the work done. Make strict demand of them at the hands of the teacher, and they will be had; thorough work will succeed superficial work, and the practice of putting pupils back and over again the work of the preceding term, will cease to be general, even in case of change of teachers from term to term.

In order to make demand upon the teacher for such reviews and tests, and to record the amount and character of the work done in one term, for the information and guidance of the teacher of the succeeding term, the Supplementary Register, for ungraded schools, has been prepared, and the proper filling and return of it made a legal condition precedent to payment for service rendered. Whether or not it shall have the full effect intended, will depend greatly upon the action of committees and supervisors. If they shall, by positive direction and by close inspection, reinforce its demands for thorough reviews and tests of all work done, shall insist that it shall record definitely the results of those tests, and shall see that it is made to guide in the work of the succeeding term, it can hardly fail of its intended purpose. In view of the importance of what it seeks to secure to the schools, it is confidently hoped that teachers and committees alike will strive to give to its requirements and suggestions their full force and value.

## 2. *Partial Courses of Study with Graduation.*

In two towns in the State in which the district system prevails, viz., New Sharon and Industry, this plan is in success-

ful operation. In the former town it has now had four years' trial, a class graduating each year; in the latter, one. The testimony from both towns is not only that the plan is practicable, but that its effects upon the schools are very valuable. I subjoin the courses of study established in each of these towns, together with the questions used in the final examination of the first graduating class in Industry.

#### THE GRADUATING SYSTEM.

(Adopted 1881.)

---

#### A FOUR YEARS' COURSE OF STUDY FOR THE COMMON SCHOOLS OF NEW SHARON, MAINE.

---

##### FIRST YEAR.

*First Half.* Reading, Writing, Spelling, Warren's Primary Geography, First Book in Arithmetic (Fish) to page 90.

*Second Half.* Reading, Writing, Spelling, Primary Geography to Europe, First Book in Arithmetic completed.

##### SECOND YEAR.

*First Half.* Reading, Writing, Spelling, Primary Geography completed, Complete Arithmetic (Fish) to Fractions, Kerl's Grammar (Part First).

*Second Half.* Reading, Writing, Spelling, Arithmetic (Fish) to Accounts and Bills, Common School Geography (Warren) to Europe, Kerl's Grammar from Part Second to Verbs.

##### THIRD YEAR.

*First Half.* Reading, Writing, Spelling, Arithmetic to Compound Interest, Common School Geography to Africa, Grammar (Kerl) from Verbs to Adverbs.

*Second Half.* Reading, Writing, Spelling, Arithmetic to Involution, Common School Geography to Special Geography of New Hampshire, Grammar to Part Fifth, U. S. History (1-4 of the book).

##### FOURTH YEAR.

*First Half.* Reading, Writing, Spelling, Arithmetic completed, Geography completed, U. S. History (2-3 of the book), Physiology (1-2 of the book), Grammar completed.

*Second Half.* General Review, U. S. History completed, Physiology completed, Algebra to Involution, Book-Keeping (Day Book, Cash-book and Ledger in Single Entry).

## A GRADUATING SYSTEM

FOR THE PUBLIC SCHOOLS OF INDUSTRY.

---

The course of study prescribed for the schools of Industry covers a period of four years. All scholars can begin the course who can read well in Monroe's Third Reader, or its equivalent, are familiar with the four fundamental principles of arithmetic and as far advanced in writing and spelling. The course laid out is as follows:

## FIRST YEAR.

Monroe's Fourth Reader, Writing, Spelling, in Greenleaf's Practical Arithmetic from Common Fractions to Weights and Measures, Swinton's Elementary Geography to South America, Swinton's Language Lessons to section III.

## SECOND YEAR.

Monroe's Fifth Reader, Writing, first half Monroe's Speller, Arithmetic from Weights and Measures to Percentage, Swinton's Elementary Geography completed, Swinton's Language Lessons to section V.

## THIRD YEAR.

Monroe's Fifth Reader, Writing, Monroe's Speller, Arithmetic from Percentage to Involution, Swinton's Complete Geography through United States, Swinton's Language Lessons completed, History of United States through Revolutionary War, Meservey's Single Entry Book-Keeping to third Form, Constitution of Maine.

## FOURTH YEAR.

Monroe's Fifth Reader, Writing, Monroe's Speller, Arithmetic completed, Swinton's Grammar, History of United States completed, Meservey's Single Entry Book-keeping, Hutchinson's Physiology, Constitution of United States.

Thorough examinations will be given at the end of each term, that scholars may know their progress and place in the course. At the close of each school year graduating exercises will be holden by those who have satisfactorily completed the course, and diplomas will be given certifying the same. One class has graduated with the most encouraging results.

An advanced course has been established designed to be completed in one year. There should be free high schools in town each year to give pupils a good opportunity to complete this course. It is intended that all who graduate from this course shall be qualified to teach in the common schools. The course comprises the following branches: Arithmetic, Grammar and Composition, Spelling, Reading, Elementary Algebra, Natural Philosophy, Physical Geography, Civil Government.

It is not expected that under the present district system, the same course of study can be strictly followed in all the schools, but it is intended that it shall be as far as practicable. When the district system shall be abolished, and all scholars can have the same amount of schooling, then, and not till then can a graded course of study be successfully pursued by all the schools in town.



## EXAMINATION QUESTIONS.

The following are the examinations in the several branches, which those graduating from the public schools of Industry in the Spring of '83 were required to pass. The answers to the questions were written. A per cent. of 65 was required in each branch. The average per cent. of the graduating class, which numbered 10, was 86.

## HISTORY.

1. Give a brief account of the attempts and final success of Columbus in discovering the New World.
2. Give reasons why each of the following names are recorded in the history of America: Balboa, Ferdinand de Soto, John Smith, Roger Williams, May Flower.
3. Name the ways in which this country has been governed, and give reasons for changing each form.
4. Give an account of the battle of Quebec.
5. What was the decisive battle of the Revolution? By whom was each side commanded? When and where was the treaty of peace signed, and what did it acknowledge?
6. Name the Presidents stating the length of each one's term, and underlining those who have died in office.
7. What was the cause of the war of 1812? What was the closing battle of the war? By whom was each side commanded? What was the loss upon each side, and was the battle necessary?
8. What was the Kansas-Nebraska bill, and the Monroe Doctrine?
9. How long did the Rebellion last? What was the cause and the result? Name the two most important naval operations of the war.
10. Give an account of the assassination of President Lincoln.

## BOOK-KEEPING.

1. How many methods of book-keeping are there? What is the distinction between each?
2. Name the books used in book-keeping. For what is the ledger used?
3. Write a promissory negotiable note.
4. Of what use is the cash book, and what should it show at any time, if properly kept?
5. In admitting a new partner with an equal investment, how can the proper amount of the investment be ascertained?
6. Why not make the new partner's investment equal to the original investment of the former proprietor?
7. How can net capital at any time be ascertained? How may net gain during any period be ascertained?
8. Define Bills Payable and Bills Receivable.
9. Write the abbreviations of the following: debtor, amount, account, paid, received, Sales Book, hogshhead, merchandise, company, number, days, creditor, interest, months, balance.
10. The joint capital of a company was \$4,800, which was increased 66 2-3 per cent. at the end of the year. A put in 20 per cent. for 6 mos., B 30 per cent. for 8 mos., and C the remainder for one year. What is each one's share of the stock at the end of the year?

## SPELLING.

Business, bounteous, sieve, orchard, nuisance, cashier, bureau, conscience, double, parallel, separate, medicine, treasure, scythe, catarrh, circle, perilous, Saturday, February, scenery, aqueduct, judgment, potatoes, scissors, neighbor, mortgage, surcingle, nonsense, peaceable, canvas, physician, shrewd, special, easily, roguish, utensil, answer, receive, anxious, raiment, victuals, twelfth, alley, indelible, eligible, rhythm, villain, milliner, gypsy, deceitful.

## ARITHMETIC.

1. Define numeration, insurance, ratio, a board foot and a line.
2. Define an angle, a circle, a triangle, a cube and an octagon.
3. What will it cost to carpet a room 36ft. long and 30ft. wide with carpeting  $1\frac{1}{2}$  yds. wide, at \$2.00 per yard?
4. When hay was \$25.00 per ton I gave  $\frac{3}{4}$  of a ton for 1 2-7 tons of coal; what was the coal worth per ton?
5. What will it cost to fence a road  $1\frac{1}{2}$  miles long at .50 per rod?
6. A merchant expended \$86 00 for sugar  $\frac{2}{3}$  of it at 10 cts. and the remainder at 12 cts., how many pounds did he buy in all?
7. How much corn must a person take to mill that he may bring away the meal of  $3\frac{1}{2}$  bushels after the miller takes out his toll of  $12\frac{1}{2}$  per cent?
8. Which will yield the greater income, \$19,200 invested in 7 per cent stock purchased at 96 per cent, or in 5 per cent stock purchased at 80 per cent?
9. A watch which cost \$30.00 was sold for \$35.00 on credit for 10 mos.; what was gained by the transaction?
10. What will it cost for boards and shingles for a building 50ft. long, 40ft. wide and 24ft. high; height of roof above the eaves 15ft., allowing for three doors, 8x4ft. and 20 windows, 3x6ft., shingles laid  $5\frac{1}{2}$  ins. to weather and each shingle 4ins. wide, each lower course being laid double; shingles \$3.00 per thousand, boards \$12 00 per thousand?

## GRAMMAR.

1. Define English grammar, a sentence, an adjective, a verb and an interjection.
2. Give the rule for forming the plural of nouns. Write the plural of the following words: motto, chimney, ox, beef, less, salmon, ally, fruit-tree, radius, axis.
3. Give rules for forming the possessive, singular and plural of nouns. Write the possessive, singular and plural of bird, sheep, brother-in-law, children, thief.
4. Give rules for the comparison of adjectives. When should the comparative degree be used? Compare wise, next, most, dangerous and first.
5. Define a transitive, an auxiliary, and irregular and a redundant verb. How is the passive voice of verbs formed?
6. Give the principal parts of the following verbs: begin, choose, lay, do, fly, flee, lie (to recline), rise, grow and fall.
7. Give a synopsis of the verb to send, through the active voice, third person, singular.
8. Give the rules for using capital letters
9. Correct the following sentences and give a reason for each correction: We kept silent, her and me. I have not had no dinner. Who did you vote for? Neither of the three went yesterday.

10. Analyze the following sentence.

"Let me live a life of faith,  
Let me die thy people's death."

Parse me, live, life, faith, people's and death.

#### GEOGRAPHY.

1. Give three proofs of the earth's rotundity.
2. Name the zones and give the width of each.
3. How many motions has the earth and what does each cause?
4. Define an island, an isthmus, a crater, a watershed and a cape.
5. What are the political divisions of North America?
6. Name the states bordering upon the Mississippi with their capitals.
7. Name the counties of Maine.
8. Name the three states largest in territory, and the five states having the greatest population.
9. Locate the following cities: Buffalo, Mobile, Memphis, Key West, St. Louis.
10. Bound Pennsylvania and Illinois.
11. Name the three leading states in the Union in manufactures.
12. What is the greatest grain market in the United States? The greatest cotton market? What two states produce the most tobacco? What one the most rice?
13. How could you go by water from Chicago to Bangor.
14. Locate the following islands: Japan Isles, Vancouver, Prince Edward Island, Borneo and Isle of Man.
15. Name the five most powerful countries of Europe with their capitals.
16. Name all the bodies of water which border upon any part of Europe.
17. What are our principal imports from England, France and Belgium.
18. Name the principal British Colonies in America.
19. Locate Rio Janeiro, Liverpool, Halifax, Melbourne and Bombay.
20. With what would a vessel sailing from Liverpool for Melbourne probably be laden? Through what waters would it pass, and what might it have for a cargo upon its return voyage?

#### PHYSIOLOGY.

1. State what you can of the composition of the bones. How many kinds of joints are there? Give an example of each kind. How many bones in the body?
2. How many permanent teeth are there? Name them. What is the enamel? What causes operate to injure or destroy the teeth?
3. Name all the organs of respiration. Into how many cavities is the body divided? What organs does each contain?
4. What is the position and shape of the stomach? Of how many coats is it composed? Describe each, and give its office. What portions of food are digested in the stomach?
5. What is the liver? Where is it situated? What is its office?
6. What are the organs of circulation? Trace the circulation of the blood through the body.
7. Of what does the Nervous System consist? How is the brain divided? Give position of each part.

8. Explain the difference between arterial and venous blood. Where does the change from one to the other take place?

9. Name the senses and the organs of each.

10. What is the œsophagus, trachea, femur, aorta, and the medulla oblongata?

### CIVIL GOVERNMENT.

#### GOVERNMENT OF UNITED STATES.

1. To what body are the legislative powers of the United States entrusted? How composed and why so composed?

2. Name the number of Senators. How distributed? How elected and for how long?

3. Vacancies in the senate how filled?

4. When does Congress meet? Why is its time of meeting regulated by the constitution?

5. Name five powers of Congress.

6. In what three ways may bills become laws?

7. Give the mode of choosing a President when he receives a majority of the electoral votes cast.

8. What is the President's salary?

9. In what is the Judicial power of the United States vested? What is the judge's term of office?

10. How many amendments have been made to the Constitution? What is the last one?

#### GOVERNMENT OF STATE.

1. Into what departments are the powers of government divided, and in what is each vested?

2. When does the Legislature meet? What power has it?

3. How is a bill passed over the Governor's veto?

4. When and how often does the election of governor take place?

5. What is the Governor's Council? What is its duty? How are Councillors chosen?

6. How many justices of the Supreme Judicial Court are there? What salary do they receive and how long are their terms of office?

7. How may the Constitution be amended?

8. Name the principal State officers.

9. Name the chief County officers.

10. Name the principal officers of towns not incorporated as cities.

### 3. *Complete Courses of Study with Graduation.*

Let all the ungraded schools of a town be of equal and definite length year by year, let it be possible to secure teachers for all of equal or nearly equal qualifications, and it becomes as practicable to make a uniform and complete course of study for all, as to make such a course for a system of graded schools. Under the town system of school management,

these conditions exist. In such towns as have adopted this system, the next important work of reform to which those in charge of the schools should give attention, is the adoption of complete courses of study.

New Gloucester, in Cumberland county, several years ago abolished its school districts and adopted the town system. It is almost a purely agricultural town. It has no large village or villages in which graded systems are possible. Its school population for the current year is 415, for whose education the town maintains twelve schools, each having three terms of ten, eight, and twelve weeks respectively. The largest registered attendance upon any of these is thirty-three, the smallest, seven. For these schools a complete course of study has been inaugurated. What has been done and is in process of accomplishment in this town, can be done for the ungraded schools in any town where the town system prevails. For the benefit of committees and supervisors who are desirous of attempting the like for the schools under their charge, and would be glad of suggestions as to how it can best be done, I quote, condensing somewhat, from a statement of the Supervisor, C. P. Haskell, Esq., to whose intelligent zeal for the good of the schools under his charge, the town is indebted for the taking of this important step in advance.

‘At our last annual meeting, the inhabitants of the town, ever awake to the interests of their schools, feeling that the course of study thus far pursued was indefinite, and that the pupils were obliged to spend their school days pursuing such studies as their fancy suggested, and with no definite object in view, resolved, as an experiment, to take a new departure. To create more interest, arouse a slumbering ambition, and to concentrate the pupils’ efforts in one direction and towards a desired end, it was voted that a graduating system should be adopted in the public schools, and that the course of study should consist of the following branches: reading, writing, spelling, arithmetic, geography, grammar, U. S. history, physiology, book-keeping, civil government, philosophy, algebra, and geometry.’ It was also voted that any and all pupils in the public schools who shall pass an examination satisfactory to the committee or supervisor in the above-named branches, meaning that in spelling it shall be both oral and written; in history it shall cover

the period from the settlement of Jamestown to the present time; in arithmetic it shall be both mental and written, to the extent allowed by Greenleaf's practical or such book as may be substituted in its place; in grammar it shall be in the forms of language, the laws of language, analysis of language, and composition; in book-keeping it shall be single entry, common business forms, and common business laws; in algebra such work as the elementary text-book contains; in geometry to the extent of the first five books,—shall, by such public exercises as the committee or supervisor may determine, be entitled to graduate from the schools and receive a suitable diploma by order of the town.'

“The necessity and importance of this new work was early impressed on the attention of the teachers and pupils in the several schools, and the classes were arranged as far as possible to bring their studies in the direct line of the regular course. As was expected this movement proved a new departure indeed, a step in the right direction. Irregular and outside studies were given up that only those in the course might be pursued. The desired revival of interest, and awakening of the latent ambition on the part of the pupils, that they might concentrate their efforts and strive to win an honorable rank in scholarship placed before them, but yet within their reach, was fully realized.

“Seven pupils have been found able to complete the course during the present year; a second class that can qualify themselves for graduating honors next year, is considerably larger, and there is no reason why there cannot be a graduating class each succeeding year. This new experiment in regard to our schools is now fairly launched; the work, as is apt to be the case in the first instance, may have been imperfectly done, but let there be no backward step or flagging interest on the part of parents, teachers, or school officers; improving on the imperfections and by the experience of the past, let us go forward with a fixed determination to do a better perfected and higher work the coming year, and if this is continued our children can receive in our own schools a good business education, or lay the foundation for a broader and higher culture.”

In view of all the facts above presented, there can be no question of the practicability of making the work of our ungraded schools vastly more effective by the adoption of courses of study, either partial or complete, with graduation therefrom. I therefore earnestly urge this matter upon the attention of school committees and supervisors. Let them during the year make definite plans for the inauguration of this much needed reform, and present the subject to their towns at the next annual meeting. With an informal vote in approval of it—no vote authorizing it is necessary, for the law confers upon committees full authority therefor—it may be inaugurated with every assurance of success.

## IV. ABOLITION OF THE DISTRICT SYSTEM.

There can be no doubt of the value of effort in the directions already recommended for the improvement of the schools. It is practicable to better their condition in all the directions named, and by the course suggested. But, except in the matter of text-books, effort in any and all those directions will fail of full fruition where the schools are managed under the district system. While teachers are selected by school agents, while school districts are responsible for appliances for instruction, while schools so differ in length and excellence as they do and must under district management, instruction of the best character, most thoroughly and systematically directed, and producing in largest measure the best results, can be secured by no efforts of committees or supervisors, however zealous and well ordered such efforts may be.

It would seem, then, to be wise—it is absolutely essential to the securing of anything like what it is our right and duty to expect of the schools, that they be brought under other than the district system of management. The abolition of that system is the one important reform needed. For it the law makes provision, and marks out the way to it as follows :

“A town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus, and other property owned and used for school purposes, which districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town, equal to the whole amount of said appraisal, or such part thereof as the town shall vote, and the remainder of said appraisal, if any there be, shall be levied by tax upon the whole town at the second and third annual assessments thereafter, or at the second alone, as the town shall vote, and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken, in the same proportion annually as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties.”

What special advantages, are to be gained thereby, of such value as to make efforts in this direction of paramount importance?

1. *Equal School Privileges for all children in the town.*

Every child has a right to as much school and as good school at the public expense as every other child without regard to locality. Under the district system he does not and cannot have this right. Under it the schools in the same town must differ in length and excellence generally, as the several districts differ in their number of scholars. There is scarcely a town in the State, holding to this system, in which some children do not have the privilege of two, three, and sometimes four times as much school per year as others have, and at the same time better school. Under the town system, on the other hand, these differences cannot exist. The school money, instead of being divided into varying portions for each school, stands as a fund common for the support of all. Hence all the schools become of the same length, without regard to size, and more nearly of the same quality. The wicked injustice inherent in the district system is superseded by justice to all.

2. *Equal School Burdens for all citizens.*

Under the district system each school district must build and keep in repair its own school-house. The poorer the district, therefore, the heavier is the burden imposed in this regard. Not unfrequently the rate of taxation imposed in the building of new school-houses, differs in different and sometimes neighboring districts as widely as the schools differ in length; and as a rule the heaviest burden falls on those least able to bear it. But under the town system this inequality ceases to exist. The town builds and repairs the school-houses, and taxation therefor bears equally upon all. Justice to the tax payer is thus secured.



3. *Better School-Houses in the rural sections of the town especially.*

Naturally, when the burden of taxation for the building or repair of school-houses falls upon the few, as it does under the district system, the most rigid economy must characterize the appropriations made, an economy likely to degenerate into parsimony. It is not strange, therefore, that more than half of the school-houses in Maine to day, built under this system, should average in value less than \$400 apiece. With the districts abolished, the town becomes responsible for the building and repair of school-houses. The entire taxable property of the town is made to contribute thereto, and thus the burden becomes lighter. The result is—it always has been wherever the change has been made—a better grade of school buildings, better located, more carefully guarded from injury, and kept in better repair than under the district system.

4. *Supply of Necessary School Appliances.*

By provisions of law a school district may raise money “for purchasing a library, utensils, blackboards, globes, maps and other useful apparatus;” or “may appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein.” School districts, where existing, are thus made solely responsible for the furnishing of the schools with all necessary appliances. But to furnish them they must either tax themselves or cut short their schools by one-tenth. Few of them do either; the smaller and poorer of them can do neither. And so all save the few are wholly without all such appliances, save blackboards, and these very largely fit for use neither in quantity or quality. Indeed, in these regards, the condition of our rural schools is shameful.

This evil is easily corrected by the abolition of the districts. The town then becoming responsible for the furnishing of

these appliances as it is for school buildings, they can be furnished either by making special appropriations therefor, or by annual use of a small portion of the school money, and nobody need feel burdened thereby.

5. *A less number of small and poor schools.*

Under the natural tendencies of the district system, more than half the rural school districts have come to contain too few scholars to make really profitable schools. But these scholars have no rights in any school outside of their own district limits, except by express authority of the school committee. Hence the schools must be made up of these little handfuls of scholars. Not only are such schools unprofitable as regards the interest that can be aroused in them, and, hence, the work done, but also because they entail a great wastage of school moneys. Abolish the district system, wipe out district lines, and many of these small schools will disappear at once,—more of them in process of time. It is hazarding nothing to assert—it is only repeating an assertion before made as the result of careful computation—that, by the abolition of the system throughout the State, and the consequent consolidation of these small schools which would at once result, money enough could be saved the first year to add a half month to the average length of the schools.

6. *Better Teachers and more continuously employed.*

Under the district system the small amounts of money available in the small districts, make the employment of cheap teachers a necessity, and in teaching, as in every other calling, the cheap workman is, as a rule, a poor workman. Again, district agents are not the fittest persons to select teachers, as is their duty under the system. Even if qualified by education to do so, they do not visit and examine carefully into the condition and needs of the schools, nor are they authorized or required to examine into the qualifications of teachers. They can have, then, as a rule, only the most general knowledge of those particulars upon which right

selection must depend. Hence, too often, even when they would, they do not get the best. Not unfrequently an examination of the teacher so selected shows his or her marked unfitness for the special school for which employed, but the circumstances are such that the committee or supervisor feels compelled to grant the necessary certificate. Sometimes, too, the agent is guided in his selection by motives of personal interest, or influenced by the desire to serve friends or neighbors, and a teacher is employed without much care for the well-being of the school. And so poor teachers get not rarely into schools for the support of which there is money enough to secure the best.

But another evil, nearly as great as the selection of unfit teachers, characterizes the district system, if it does not grow out of its very nature—namely, the too frequent change of teachers from term to term. The second term of a fit teacher is worth at least a third more to the school than was the first term. The “getting the hang of the school-house” and of the school is more necessary to profitable service than is generally supposed if we are to judge from the prevailing practice

Under the town system these evils are reduced to their lowest terms. All of the powers and duties of school agents under the district system, devolving in the town system upon the school committee, they select the teachers, and fix their wages. Not limited in the amount to be expended in any particular school, as under the district system the agent is, knowing from examination the special condition and needs of every school, authorized and presumably qualified to examine critically into the general and special fitness of every teacher before employing instead of after, held to undivided responsibility for the success of the schools, and so less likely to be influenced by favoritism or mere personal interest, a wiser and better selection of teachers must and does result. And the same forces that compel the selection of the best teachers, compel the continuing of them in service, term after term when once their fitness has been proved.

7. *Effective because responsible supervision.*

The important functions of school supervision are four:— (1) To plan the work to be done in the schools; (2) to select teachers fit to do that work; (3) to see that they are furnished with all necessary means for its performance; (4) to watch carefully over and direct its processes, and to inspect its results. All these functions are so related to one another that to separate them is to weaken the force of each and all combined. Unless the same authority that plans, directs and inspects the work, has power also to select the worker, and supply him with the appliances necessary to its fit performance, it must exercise those functions at a disadvantage. Unless the authority which selects the worker and supplies him with the means for the accomplishment of his work knows what that work is to be, how is it to be prosecuted, and what results are to be sought from it, it will exercise those functions at random. Hence, any system which does not unite all these functions in one, in which they are not exercised by the same authority, is seriously defective—is an absurd system.

The district system is just so absurd. It confers the selection of teachers upon the district agent, who is not expected to know—who, in many cases is not intelligent enough to know—what is the character of the work to be required of them, who has not the merest shadow of authority over its performance, and who, indeed, is not even authorized to inquire into, and decide upon their fitness for it; and it deprives the authority which is to plan, direct, and inspect the work, of all except a practically ineffective negative in that selection. By this division of functions it divides and weakens both responsibility and authority. The result is what might be expected. Work is not planned, fit teachers are not selected, processes are not looked after, and results not inspected even to the minimum requirements of law.

Abolish the system producing it, and this absurdity in school management, with all that it entails, is eliminated at

once. All the functions of supervision become united in one authority, the town school committee or supervisor. With full power over the teachers and their work, there comes full responsibility therefor; and full responsibility calls out in turn such careful, vigilant exercise of power as will produce the best results. Systematically planned and uniform work by carefully selected, fully qualified, and permanently employed teachers, directed in all its processes towards definite ends, becomes thus practicable. Supervision, in short, becomes responsible and effective.

8. *More economical and more profitable use of school money.*

That the district system gives opportunity for, and is actually chargeable with large waste of the public moneys, it takes little discussion to prove. It is a necessary sequence of the non-business-like character of the system itself. There is waste in wages and board of unnecessary teachers, in the warming and keeping in repair of poor school-houses, in the building of school-houses not needed, in the employment of unskilled and unqualified teachers, and in numerous other directions.

No individual or business corporation would tolerate for a moment so wasteful a system. No business enterprise could expect any other end than bankruptcy under it. And why should a town's educational interests be managed by methods that would work ruin to other businesses? Why should not the moneys of the public be as carefully guarded from waste, and as economically expended as those of individuals and private corporations? Any other course is a wrong—is a shame and dishonor. The school district system should, therefore, be abolished, not only in the interests of the better education of our children, but in the interests of economy and honesty in the expenditure of the people's money by them contributed for that education.

That the claims here made are not visionary, are not mere theories, are results rather always and everywhere following the change from the district to the town system, the experience of many towns for longer or shorter periods has proved. In fifty of our municipalities of all grades, from the purely agricultural town with nothing but ungraded schools, to the city with only graded schools, the change has been made, and nowhere has it failed to meet all that has been claimed and expected from it. In proof of these assertions, the following letters and extracts from letters are submitted. Similar evidence could be adduced from every other town in the State in which the town system prevails.

FORT FAIRFIELD, Dec. 27, 1883.

HON. N. A. LUCE,

*Dear Sir:* Yours of the 8th inst., requesting me to forward to your office my views as to the superiority of the town system of schools, is received.

I can best do this by comparing the schools of my town as they were two years ago, after years of school work under the district system, with their condition now, after twenty months school work under the town plan.

It is a very poor system, in anything, that does not possess some good qualities, and perhaps the district system of schools, has its advantages, but I have been unable to find them.

For years previous to 1882, the number of persons chosen annually as school officers to look after the interests of the schools of this town, were forty-six *district* school officers and a S. S. Committee or Supervisor chosen by the town; in round numbers about fifty school officers.

With this number of officials it would seem that nothing ought to be left undone that could be done to make the schools profitable, but what was our condition!

In 1882 we reported twenty-two school-houses, nine in good condition.

It is true we had nine school-houses in fair condition, still for furnishings, *one* school-house in town possessed a suitable blackboard, and only one; two school-houses only were furnished with wall maps; three school-houses only had suitable out-buildings.

I made repeated efforts to have the school agents of districts, furnish better blackboards, purchase wall maps and build out-houses, but without avail. "It would use up too much of the school money and cut the school short."

Many of the school-houses were not in a condition for winter school, some had been abandoned for summer and winter, and on account

of numerous district quarrels, school-houses were not repaired, and no new school-houses built to take the place of the old ones.

The district system of schools, with few noble exceptions, brought into our school rooms the *lowest grade* of teachers; and while many parents and children would, from time to time, express themselves favorably about their school and one of these teachers, it would have been better for the pupil, if the instruction had never been given.

Occasionally, for a single year perhaps, the town would authorize the S. S. Committee to employ the teachers, but as soon as the effort was made to select them by qualification only, and not by friendship, the power was taken from them.

The S. S. Committee had no controlling influence over the employment of teachers; they could introduce no system of competitive examinations, giving the schools to those teachers having the highest rank, irrespective of favor or friends, and consequently when a teacher once obtained a certificate to teach, there was nothing in the school system to inspire him or her to become better qualified.—no future examinations coming when some other teacher might obtain a higher rank and take the school.

The town system furnishes the opportunity for competitive examinations. They are not possible in the district system.

The majority of our schools were taught by low grade teachers, third grade and below, teachers self satisfied with their ability, giving no time to study to better fit them for their profession, and in this state of things one had no hope of improvement in our schools. Parents generally were deploring their condition. Schools would commence with forty pupils and close with fifteen, commence with twenty and close with ten and less. No interest among pupils, no activity, no life in the school room, with very little good instruction.

We had no hope of a higher grade of teachers in our schools only as now and then, a single studious mind might appear and rise above any and all school systems and press on to the first rank in the profession.

We resolved to change our school system, to abolish the school districts, to do away with forty-six school officers and adopt the *town* system. This change was made twenty months ago with the following results:

1st. We have had three competitive examinations of teachers. Examinations have been held in one of our Village school rooms, continuing from 9 A. M. to 4 P. M. No private examinations.

In every case teachers with the highest rank have been employed.

At these examinations if we wanted twenty teachers, we have had forty to select from.

2. We have placed in various school rooms:

1 Set American Cyclopeda, 16 volumes.

1 Unabridged Dictionary.

8 Octavo Dictionaries.

12 Comprehensive Dictionaries.

- 56 Wall Maps.
- 20 Blackboards.
  - 1 Set of Charts.
  - 4 Book cases for school library.
  - 7 Teachers' desks.
  - 25 Furniture school desks.
- 100 Volumes of text books for use of teachers.

3. Nine out-houses have been built.

4. Money has been raised by the town to build six school-houses.

Two of these houses are now ready to occupy; contracts have been made for the other four and they are in process of erection.

5. The town system enables the school officers to call their teachers together at any time, to have teachers' meetings, and to require teachers to attend; it does away with the constant change of qualified teachers.

All of our teachers ranking seventy-five per cent and above have been retained in the schools (and usually the same school) during the past twenty months.

6. When a school supervisor employes teachers as under the town system, and meets them in teachers' meetings, he can better instruct his teachers, requiring them to come to receive his instruction. He can better introduce special features of school work into the schools than is possible under the old system.

Many teachers are inexperienced and need instruction, having never received any normal training. Teachers' meetings and assistance of school officers can meet this want in a limited way, until normal training becomes more universal.

Through our teachers' meetings and instruction to teachers we have, under the town system, introduced *three* special features into our schools.

a. Oral instruction in language shall be given to all pupils in third, fourth and fifth readers, except those using the grammar book.

b. Oral instruction in history shall be given to all pupils in the fourth and fifth readers, except those using the history as a book.

c. All pupils, from the infant class to the highest class in school, shall be instructed in writing.

With this statement of results I will add that the town system of schools is giving universal satisfaction to our people.

We have no school disturbances. Improvement is seen in school-houses and school appliances.

The grade of our teachers is improving term by term, and as another result of the town system three of our teachers are preparing to attend the State Normal schools, and I believe others will follow.

Respectfully yours,

H. SAWYER, Supervisor of Schools.



NEW GLOUCESTER, January 31, 1884.

HON N. A. LUCE,

*Dear Sir:* Sometime since I received a request from you for some statements in regard to the working of the town system as related to our schools and how we like it. Various reasons have delayed an earlier reply. We like the town system for the following reasons, among others, viz:

1st. Because it gives a better class of school-houses, school furniture and surroundings.

2d. Because the schools all begin and close at the same time, thereby giving the pupils in every section of the town equal school privileges, as an intelligent and patriotic people in every town are in duty bound to do, instead of discriminating against the remote and poorer sections, and in favor of the villagers, giving the one very little schooling, and the other more than they want, which is always the result of the old system.

3d. Because there is equity in it by dividing the expenses equally, according to every man's ability to pay.

4th. Because there is centralization in it, by placing the care of the school property and the hiring of the teachers where it belongs, in the hands of the committee or supervisor, instead of a dozen or fifteen district agents. This is one place where that dangerous doctrine in the eyes of the Democracy will work for the public good.

Permit me to add that in my judgment a change from the district to the town system is the pressing need of our schools at the present time.

Respectfully yours,

CHAS. P. HASKELL, Supervisor of Schools,  
New Gloucester, Maine.

TURNER, MAINE, Jan. 1, 1884.

Hon. N. A. LUCE, Augusta, Maine,

*Dear Sir:* Yours of Dec. 10th was received some weeks since, and would have been answered sooner had I not been away from home so much.

The town system I regard vastly superior to the old district system. The people of this town are intelligent; the system is very popular here; they could not be induced to go back to the old system.

One argument in its favor is the equal privileges it affords to every scholar in town. Where the school is small the few scholars have just as many weeks of school as those where the school is large. Why shouldn't they? The property pays the same tax in each. The result of this system is a decided elevation and improvement in our schools.

As a rule supervisors and committees are better qualified to provide suitable teachers for the different schools than school agents, as they are usually chosen. After a supervisor has examined a number of teachers,

being familiar with the several schools, he can assign those teachers so that the progress of the scholars will be facilitated far more than in the old way.

The objections to this system in this town, what there are, are found among the more ignorant portion of our people. Much might be said on this subject, but you don't wish long arguments. I hope the system will become universal throughout our State. Anything that I can do to further this end will be gladly done. I am

Yours very truly,

J. T. CUSHING, M. D., Supervisor.

---

LISBON, MAINE, January 1, 1884.

Hon. N. A. LUCE, *Sup't Common Schools, Augusta, Maine.*

*My Dear Sir:* In reply to yours of Dec. 10, I hardly know which of the many reasons why the town system is superior to the district system to select. I will, however, mention a few which to me seem very important.

1st. This system gives to each school, whether large or small, the same number of weeks schooling to the year.

2d. It gives the pupils better houses, better appliances and better teachers.

3d. It gives to the person having the schools in charge the power to retain such teachers as are interested in their profession and are anxious to succeed, as also the privilege of dismissing those who are not interested and are indifferent to the success of the schools in which they are placed.

4th. It gives uniformity in methods of instruction, as well as in books.

5th. It makes *somebody* responsible for the success or failure of the schools.

These reasons seem to me to be very important, although others might be mentioned. I will add that during the eleven years' trial we have given this system, I have not heard of a person who would like to return to the old district system. Hoping your efforts may be crowned with success, I remain,

Yours very truly,

W. S. COTTON, JR., Sup. of Schools, Lisbon.

---

TOPSHAM, Jan. 4, 1883.

N. A. LUCE,

*Dear Sir:* Your letter relating to the town system of schools, was duly received. Pressure of business, and other circumstances, have prevented me from replying till to-day.

I regard the town system of schools as superior, in the more or less, to the district system in the following particulars:

1. All the pupils in the town have more nearly an equal privilege to secure a good education.

2. Uniformity of text-books can be secured with somewhat less of difficulty.

3. The schools of the town, as a whole, can have a higher standard of attainments in scholarship.

4. A better description of teachers, with less friction of machinery, can be assigned to the various schools.

5. Relative to the best results of expenditures in the support of schools, I consider the town system the most economical.

6. The general interest of parents and all others in the schools, can be better aroused and maintained.

Yours most respectfully,

A. B. PENDLETON, Supervisor of Schools,  
Topsham, Maine.

---

LIMESTONE, December 29, 1883.

N. A. LUCE, ESQ.,

*Dear Sir:* In answering your enquiry, I cannot better describe the two systems than to state the situation of our schools before we adopted the town plan, and the improvement since.

When I took charge of the schools I found no school-house deserving the name. We had six districts in town. In three the year previous, owing to quarrels, they had no schools or school-houses. In another district they had thirty-two weeks schooling, with ninety-two dollars lying over to their credit. In this district there were feuds and quarrels preventing them from building. The school was taught in an old dwelling-house, cold and uncomfortable. In another district they had but fourteen weeks in the year, kept in a small house the district had provided, rough, loose benches and desks, poor stove and green wood, and very cold in winter. I believe a large per cent of money is lost to the State each year by children attending school in cold houses.

In looking over the situation I felt discouraged, but did the best I could under the circumstances. The district agents instead of being helps, were hindrances.

In regard to the building of school-houses, in one district they voted to build a school-house, chose their building committee; they put up a frame, and boarded it in. The opposition called a school meeting, and they voted not to accept of it, and there it had stood two years. In another district they had voted two successive years to build a school-house, but it came to nothing through quarrels.

A very few of us commenced agitating the town plan as against the districts in June, and kept it up until our March meeting. We had an article put in the warrant to see if the town would abolish the districts and adopt the town plan, and another article to see if the town would build two school-houses the present year, and raise money for the same. At the town meeting the measure was freely discussed. They could

bring no argument against it (as there is no sound one in favor of the districts) but that our fathers had the districts. We carried both articles. The selectmen and supervisor were chosen a committee to appraise the school property in the several districts, to be remitted back to the inhabitants according to their several valuations, and to select the places where the two houses were to be built, and the supervisor to see to and superintend the building of the houses, and now all quarrels and bickerings ceased, and with commendable zeal all gave me all the assistance in their power. We had two not costly, but good substantial school-houses built, not for show but for comfort and utility, and to-day we have seven good houses plastered and painted, and one built last fall, the outside finished and painted, to be finished inside next spring, making eight.

Travelers coming to our town speak in high praise of our school-houses and our schools have kept pace with our school-houses. Our schools now are all of the same length. Those scholars where they had but few weeks schooling, have come forward rapidly, and have even chances with all now.

We have better supervision.

It dispenses with a large number of school officers.

We have a better class of teachers with fewer changes.

We have no strife and quarrels now, but all lend a helping hand. It has infused new life into the people and they take an interest in the schools now, where apathy reigned before.

It has done wonders for us, so that I challenge comparison with any town in the State of equal population, as to the standard of scholarship and the number of good school-houses.

Yours truly,

L. G. MORRIS, Supervisor of Schools.

In view of the foregoing statements and evidence, it would seem, I repeat, that the school district system ought everywhere and at once to give place to the town system. Its abolition is a necessity to the well-being, the progress of our common schools. But to bring about this consumation devoutly to be wished, to supplant the prevailing district system by the better town system in any locality, and eventually throughout the State as has been done in Massachusetts where it originated, public opinion must be educated up to a knowledge of the comparative merits of the two systems. Friends of educational progress, citizens, teachers, and school officers, have here a work to do, a duty to perform. Upon all such, who may read these pages, I earnestly urge this work. Let each—let

school committees and supervisors especially take hold of it with earnest zeal and strive to create an intelligent public opinion in their localities, which shall demand this great reform in school management upon which so many other reforms depend.

To aid in creating such a public opinion the foregoing discussion of the merits of the town plan, with the letters appended as evidence of the claims made for it, will be printed in pamphlet form, and, in due time, sent to committees for general distribution. If they shall wisely circulate the matter so sent, and shall re-inforce its effects by their own personal appeals to their fellow citizens to do justice to the schools, to their children, and to the tax-payer, a reform movement may be started whose results shall be to free our public schools from the shackles in which the district system now holds them, and to be rid of which is a necessity to any considerable advance toward greater efficiency.

#### V. TO EXTEND THE EFFICIENCY OF HIGH AND NORMAL SCHOOLS AND TEACHERS' MEETINGS.

The policy so far outlined and the recommendations made, have looked solely to the improvement of the common schools. Efforts tending to greater efficiency in the high and normal schools, and in the teachers' meetings now held under the auspices of the State, look in a general way in the same direction. Indeed these latter educational agencies are so related to the common schools, their right to be so depends upon their influence upon and the necessities of those schools, that their increased efficiency is but another means for the improvement of the common schools. With good reason, therefore, may these agencies be urged upon the attention of committees and supervisors and commended to their favor. In doing what they may to add to their efficiency, they are not out of the line of official duty. I earnestly recommend, then, that they exert their influence in all practicable ways :

*First*—To induce their towns to take advantage of the law authorizing the establishing of free high schools to whose support the State will contribute; and in case such schools can not be secured by town action, to induce one or more school districts in their towns to establish them;

*Second*—To induce such of their younger teachers as show marked aptitude for teaching, to take advantage of the opportunities afforded by the normal schools to prepare for fuller efficiency and higher usefulness; and to extend the usefulness of those schools by encouraging the employment of their students and graduates;

*Third*—To urge upon their teachers the duty and importance of attending the teachers' meetings held in their counties by the County Educational Associations, and to become members of those associations; and as encouragement thereto, to allow such as are then teaching, to close their schools while attending such meetings, without forfeiture of pay.

## VI. SUMMARY.

In the foregoing discussion, I have attempted to outline the policy which would seem, if pursued, to be most conducive to the improvement of our schools. I have sought to suggest only practicable measures, to be used in practicable directions by such as, from their connection with the schools, are officially responsible for their well being. The policy so outlined may be summarized as follows:

Town school committees and supervisors should use their best endeavors to improve the condition of the schools.

### 1. In securing better instruction:

*First*—By demanding the employment of better teachers, making that demand felt through strict examinations, and rigid rejection of incompetents;

*Second*—By encouraging more permanent employment of teachers;

*Third*—By more systematic, careful, and critical inspection of schools; visiting them as required by law, directing their

work in its processes, and, at the end of each term, strictly examining into the results attained.

*Fourth*—By urging upon districts, and thus striving to secure for their schools, a better supply of school appliances.

2. In securing more uniformity in and a better supply of text-books :

*First*—By securing the adoption by their towns of the agency plan of supply ; or better,

*Second*—By securing, if practicable, the free text-book plan of supply.

3. In bringing the ungraded schools to more thorough and systematic work :

*First*—By requiring systematic reviews and tests of work which shall be properly recorded ;

*Second*—By the adoption of courses of study for the last years of school life, with regular graduation therefrom ;

*Third*—In towns without the district system, by the adoption of full courses of study with graduation.

4. By the abolition of the district system.

5. To increase the efficiency of high and normal schools and teachers' meetings :

*First*—By efforts to secure the establishing of free high schools ;

*Second*—By influencing teachers to attend, and the employment of teachers from the normal schools ;

*Third*—By urging and encouraging teachers to attend the meetings of county associations.





---

---

APPENDIX.

---

---



ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.			Excess above amt required by law.	Less than the amt required by law.														
Auburn.....	51	48	6	\$52 00	6 40	2 50	10,000	2,356	-	3 31	11,000	4,813	- 12	15,825	16,042	-	217	-	1,200 00	
Durham.....	11	6	-	28 00	3 62	2 02	1,200	198	-	3 15	1,260	646	-	1,906	1,843	63	-	-	83 00	
East Livermore.....	7	6	-	40 00	3 80	1 91	864	-	-	2 65	1,099	506	194	1,799	1,430	369	-	-	50 00	
Greene.....	8	9	-	21 50	3 58	1 58	799	-	-	2 64	976	499	-	1,475	1,332	143	-	-	38 00	
Leeds.....	11	2	-	20 00	2 92	1 53	1,000	45	-	2 63	1,169	586	-	1,755	1,620	132	-	-	48 00	
Lewiston.....	66	59	7	140 00	8 54	3 50	22,000	6,734	-	3 35	20,000	10,346	112	30,458	30,437	21	-	-	1,500 00	
Lisbon.....	15	15	1	31 33	5 83	3 50	2,450	337	-	2 71	2,373	1,404	15	3,792	3,674	118	-	-	152 00	
Livermore.....	16	6	1	24 00	3 00	2 00	1,200	190	-	3 72	1,608	564	108	2,280	1,996	354	-	-	58 50	
Minot.....	13	12	2	40 00	4 50	2 20	1,440	30	-	3 15	1,366	745	-	2,111	1,923	113	-	-	75 00	
Poland.....	17	7	5	20 00	2 90	2 25	2,000	46	-	2 94	2,494	1,229	8	3,731	3,547	184	-	-	75 00	
Turner.....	22	11	2	36 00	5 90	2 00	2,700	872	-	4 28	3,214	1,046	-	4,260	3,524	736	-	-	211 00	
Wales.....	7	4	1	21 00	3 00	1 50	600	196	-	4 07	495	227	-	722	652	70	-	-	32 00	
Webster.....	8	7	1	22 25	3 50	2 00	784	-	-	2 44	883	504	-	1,387	1,335	52	-	-	51 50	
	252	192	28	38 21	4 42	2 11	47,037	11,004	-	2 39	47,937	23,115	449	71,501	69,360	2,358	217	-	3,574 00	

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered	Per centage of average attendance.	Average length of Summer Schools of 3½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								a.	d.	w.	d.									
Amity	145	131	102	65	47	114	.52	9	11	11	4	-	-	-	2	-	-	1,200	-	1
Ashland	221	102	68	122	85	158	.35	9	1	12	3	5	-	5	-	-	2,000	-	3	
Benedicta	118	80	52	64	49	94	.43	8	4	4	3	-	3	3	1	\$138	1,200	1	2	
Blaine	265	178	127	123	109	195	.45	13	15	5	5	5	5	2	-	-	2,000	1	3	
Bridgewater	333	153	132	165	120	177	.38	17	15	5	5	5	4	9	-	-	2,500	-	3	
Caribou	1,148	536	399	460	384	683	.34	10	10	19	2	18	9	1	-	350	6,000	1	7	
Easton	347	178	132	220	176	240	.44	9	2	9	4	10	10	7	3	1,059	4,150	-	7	
Fort Fairfield	1,027	547	410	590	463	787	.42	10	10	1	-	21	9	-	-	-	6,000	1	3	
Fort Kent	883	327	238	-	-	327	-	4	1	-	-	11	10	1	1	100	1,200	-	-	
Frenchville	1,117	494	361	20	16	514	.17	18	4	15	2	23	-	11	-	-	1,650	2	-	
Grand Isle	440	230	154	128	88	262	.28	18	2	12	6	1	5	-	-	-	800	1	2	
Haynesville	79	44	34	20	16	50	.32	13	2	7	3	-	2	2	-	-	800	1	1	
Hersey	68	55	39	48	35	55	.54	11	2	14	2	3	1	1	1	500	500	-	-	
Hodgdon	402	245	226	258	237	276	.58	9	4	10	3	10	1	9	7	-	4,400	2	3	
Houlton	998	595	445	800	640	675	.54	12	12	9	-	9	9	6	1	550	6,000	3	10	
Island Falls	92	54	44	56	47	79	.49	10	3	13	5	5	1	3	3	-	2,700	-	-	
Limestone	257	171	129	197	161	197	.58	9	8	-	-	1	7	6	1	150	2,600	-	1	
Linneus	380	206	167	177	137	254	.40	12	9	9	2	9	2	7	6	-	2,150	1	4	
Littleton	360	216	117	144	92	245	.29	12	4	8	1	9	7	6	1	200	1,500	1	4	
Ludlow	195	124	97	100	76	141	.44	13	11	5	1	5	1	4	2	-	1,500	-	1	
Madawaska	558	236	175	-	-	216	-	18	4	14	1	14	1	4	4	1	50	300	2	-
Mapleton	254	174	139	118	97	216	.46	10	2	10	1	9	-	8	4	1	250	1,600	-	3
Mars Hill	351	206	150	207	156	251	.43	9	2	12	1	9	-	9	7	-	-	1,650	-	6
Masardis	96	60	44	71	56	75	.52	12	14	3	-	3	-	2	2	-	-	1,200	1	1
Monticello	378	177	113	179	121	238	.31	13	3	11	2	8	-	7	-	-	-	1,000	-	5

COMMON SCHOOLS.

New Limerick.....	226	124	81	112	78	136	.35 15	14	2	5	-	5	5	-	-	1,000	-	1
Orient.....	88	57	40	71	46	77	.52 8	4	10	3	-	3	2	-	-	1,200	1	2
Presque Isle.....	890	478	377	512	396	670	.43 10	10	4	1	-	21	14	1	380	5,000	1	7
Sherman.....	326	181	143	184	142	248	.44 11	3	11	5	6	6	3	-	-	2,400	1	4
Smyrna.....	80	20	16	40	38	45	.34 10	8	4	4	1	3	3	-	-	500	-	-
Van Buren.....	585	255	193	118	81	294	.24 18	9	10	-	-	8	4	-	-	2,500	3	2
Washburn.....	380	169	130	181	120	248	.33 12	2	14	2	8	7	5	-	-	3,500	-	3
Weston.....	161	-	-	-	-	-	.12	15	3	5	1	4	-	-	-	930	1	1
Woodland.....	299	171	130	210	152	241	.47 8	3	10	3	7	1	7	1	-	1,200	-	6
Bancroft pl.....	103	58	43	63	51	72	.46 12	14	4	4	-	3	3	1	350	800	-	-
Castle Hill pl.....	167	103	83	84	76	132	.48 11	1	11	2	6	-	5	2	-	2,200	-	1
Caswell pl.....	105	76	61	-	-	76	.8	1	-	-	5	-	-	-	-	-	1	-
Chapman pl.....	73	34	28	34	26	48	.37 10	9	-	5	-	2	1	-	-	300	-	-
Crystal pl.....	105	68	57	28	26	71	.40 11	8	3	6	-	3	-	1	100	350	-	-
Cyr pl.....	268	135	83	60	45	165	.24 12	4	9	3	5	-	5	3	75	600	-	-
Dyer Brook pl.....	78	61	41	56	39	68	.51 11	4	9	3	4	2	1	1	400	600	-	-
Eagle Lake pl.....	115	69	61	-	-	69	.19	-	-	2	-	2	2	-	-	250	-	-
Glenwood pl.....	58	37	12	25	12	38	.21 10	2	9	3	-	3	1	-	-	350	-	1
Hamlin pl.....	292	156	126	-	-	156	.17	3	-	6	-	6	2	-	-	800	-	-
Macwahoc pl.....	77	36	30	31	24	48	.35 16	8	-	2	-	1	1	-	-	550	-	-
Merrill pl.....	84	65	62	61	58	71	.71 12	9	-	3	2	2	-	-	-	400	-	2
Molunkus pl.....	26	-	-	-	-	-	-	-	-	2	-	1	-	-	-	-	-	-
Moro pl.....	71	56	18	60	20	71	.27 12	12	3	3	-	2	-	-	-	500	-	-
New Canada pl.....	92	45	35	-	-	45	.20	-	-	1	-	1	-	1	100	Not completed.	-	-
New Sweden pl.....	263	71	48	155	103	181	.29 8	3	12	2	5	-	5	4	246	1,021	1	4
Oakfield pl.....	267	172	119	144	95	193	.40 10	12	2	9	2	8	4	1	100	1,600	1	2
Oxbow pl.....	60	55	41	-	-	55	.12	3	-	2	-	1	-	-	-	75	-	-
Perham pl.....	145	76	51	73	60	88	.38 12	10	4	5	-	4	3	-	-	1,000	1	2
Reed pl.....	57	42	35	40	33	44	.60 12	7	4	3	-	1	-	-	-	100	-	-
No. 11, Range 1 pl.....	171	92	63	78	47	120	.32 14	2	12	5	-	5	2	-	-	1,000	-	2
St. Francis pl.....	110	34	17	-	-	34	.16	-	-	2	1	1	-	-	-	100	-	-
St. John pl.....	70	42	29	-	-	42	.21	-	-	2	-	1	1	-	-	100	-	-
Silver Ridge pl.....	No Sta	tistical	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wade pl.....	44	31	21	17	14	32	.40 10	3	10	2	-	1	-	-	-	175	-	-
Wallagrass pl.....	210	90	53	-	-	90	.11	-	-	3	-	3	-	-	-	200	1	-
Westfield pl.....	50	13	8	23	21	26	.29 11	12	-	1	-	1	1	-	-	400	-	1
	16,702	8,691	6,435	6,792	6,211	10,533	.41 12	1 11	33 1	17	308	163	20	5,298	88,301	30	111	

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.										
Amity	5	2	-	\$28 00	4 87	1 86	300	-	46	2 07	491	242	276	1,009	930	79	-	-	17 50
Ashland	4	1	-	23 33	3 25	2 01	440	36	-	2 00	527	326	-	853	753	100	-	-	10 00
Benedicta	2	-	-	20 00	6 00	2 20	250	-	8	2 12	289	194	-	483	439	44	-	-	15 00
Blaine	4	2	-	23 00	3 30	1 72	517	-	-	1 91	518	414	23	955	910	45	-	-	17 00
Bridgewater	5	2	2	26 67	3 75	1 75	580	-	-	1 74	1,050	479	74	1,603	1,062	541	-	-	30 00
Caribou	19	2	2	24 50	4 01	1 86	2,205	-	-	1 92	1,495	1,728	-	3,223	2,934	289	-	-	72 50
Easton	9	2	-	23 00	3 45	1 30	668	-	-	1 92	759	536	73	1,368	1,273	95	-	-	32 00
Fort Fairfield	17	19	1	26 00	4 56	2 00	2,246	-	-	2 18	1,878	1,673	691	4,242	3,938	304	-	-	175 00
Fort Kent	13	-	2	-	4 25	1 50	350	-	-	-	351	1,235	58	1,644	1,616	28	-	-	25 00
Frenchville	21	1	1	10 25	2 83	1 02	375	-	-	-	549	1,651	20	2,220	2,003	217	-	-	20 00
Grand Isle	5	1	-	15 00	3 77	1 15	250	-	-	57	842	687	34	1,563	854	709	-	-	10 00
Haynesville	2	-	-	23 00	3 75	2 00	180	-	1	2 28	212	126	39	377	335	42	-	-	8 00
Hersey	3	3	-	-	2 50	1 11	138	-	11	2 03	138	113	-	251	255	-	-	-	9 60
Hodgdon	8	5	2	26 00	4 75	1 90	850	-	21	2 11	1,100	610	30	1,740	1,471	269	-	-	41 50
Houlton	10	12	1	28 67	5 17	2 44	2,584	-	-	2 59	4,336	1,541	-	5,877	3,989	1,888	-	-	65 00
Island Falls	3	4	-	-	3 29	1 53	200	-	-	2 17	233	148	130	511	363	148	-	-	14 00
Limestone	6	3	1	14 50	4 04	2 00	521	-	-	2 08	348	348	155	887	646	241	-	-	28 00
Linneus	8	3	-	26 75	3 79	1 76	834	100	-	2 19	939	666	54	1,659	1,613	46	-	-	38 75
Littleton	8	4	-	22 00	3 22	1 65	723	-	-	2 00	660	670	-	1,330	1,228	102	-	-	34 00
Ludlow	5	4	-	26 00	3 25	1 61	374	-	-	1 92	469	310	55	834	688	146	-	-	15 50
Madawaska	10	-	-	17 00	2 78	1 00	325	-	-	-	336	815	-	1,151	1,016	135	-	-	15 00
Mapleton	10	3	-	21 33	3 33	1 49	564	-	-	2 22	627	378	23	1,028	798	230	-	-	39 00
Mars Hill	9	3	-	22 50	3 12	1 30	573	-	-	1 63	691	596	63	1,350	1,259	91	-	-	30 00
Masardis	2	2	-	21 00	3 00	1 87	180	10	-	1 87	348	142	38	528	408	120	-	-	5 00
Monticello	8	2	-	28 75	3 66	1 63	771	-	-	2 04	931	597	100	1,628	1,281	347	-	-	29 25

New Limerick.....	5	3	-	25 00	3 81 1 55	431	-	41	1 90	473	364	46	883	832	51	-	-	24 00
Orient.....	2	1	-	26 00	2 75 1 90	300	121	-	3 41	216	139	100	455	439	16	-	-	12 00
Presque Isle.....	20	14	-	24 33	3 87 1 74	1,926	-	31	2 16	2,038	1,448	106	3,592	2,993	599	-	-	109 00
Sherman.....	5	2	-	30 25	4 28 1 77	785	-	-	1 95	1,154	514	-	1,668	1,392	276	-	-	33 50
Smyrna.....	1	4	-	-	3 35 1 45	190	-	-	2 37	154	131	-	285	266	19	-	-	3 00
Van Buren.....	6	4	2	20 00	3 25 1 68	250	-	-	-	550	853	-	1,403	1,208	195	-	-	25 00
Washburn.....	8	4	3	26 67	4 54 1 86	666	-	19	1 75	846	589	260	1,695	1,471	224	-	-	64 75
Weston.....	7	1	-	27 50	3 59 1 63	334	-	-	2 07	521	252	56	829	793	36	-	-	11 25
Woodland.....	9	3	-	22 50	3 22 1 65	600	57	-	2 00	550	319	184	1,053	1,025	28	-	-	45 00
Bancroft pl.....	5	4	-	-	4 00 1 75	200	24	-	1 94	200	176	200	576	609	-	33	-	10 00
Castle Hill pl.....	6	4	-	16 00	3 15 1 38	362	27	-	2 17	482	272	23	777	523	254	-	-	29 25
Caswell pl.....	4	-	-	14 00	2 70 1 40	260	-	-	2 48	94	187	24	305	267	38	-	-	7 50
Chapman pl.....	3	2	-	-	3 75 1 12	135	2	-	1 85	207	118	-	325	230	95	-	-	7 00
Crystal pl.....	5	2	-	-	2 75 1 25	300	80	-	2 86	379	158	-	537	337	200	-	-	15 00
Cyr pl.....	5	4	-	-	3 70 1 25	75	-	-	-	-	3	-	355	352	367	-	15	9 00
Dyer Brook pl.....	3	4	-	-	3 00 1 06	175	37	-	2 24	172	108	140	420	358	62	-	-	10 00
Eagle Lake pl.....	2	-	-	-	3 75 1 00	60	-	-	-	66	146	10	222	217	5	-	-	8 00
Glenwood pl.....	3	1	-	20 00	2 79 1 74	158	-	-	2 72	188	88	-	276	269	7	-	-	10 25
Hamlin pl.....	6	-	-	-	3 26 1 16	150	-	-	-	199	447	-	646	530	116	-	-	12 00
Macwahoc pl.....	2	1	-	-	5 00 2 25	150	-	-	1 95	150	106	4	260	236	24	-	-	-
Merrill pl.....	5	1	-	24 50	2 75 1 65	147	-	19	1 75	295	142	75	512	463	49	-	-	10 00
Molunkus pl.....	-	-	-	-	-	300	-	-	11 54	-	-	-	-	-	-	-	-	-
Moro pl.....	3	3	-	-	3 00 1 75	150	13	-	2 11	205	124	-	329	250	79	-	-	13 00
New Canada pl.....	1	-	-	-	5 00 1 62	75	25	-	-	50	58	-	108	112	-	4	-	-
New Sweden pl.....	4	2	1	19 25	4 00 2 00	210	-	-	-	284	354	-	638	625	13	-	-	15 00
Oakfield pl.....	10	5	1	24 50	2 81 1 70	510	1	-	1 90	930	463	109	1,502	705	797	-	-	16 00
Oxbow pl.....	2	-	-	-	2 50 1 32	110	8	-	1 83	110	109	-	219	108	111	-	-	-
Perham pl.....	3	3	-	18 33	2 70 1 37	277	-	-	1 91	326	228	-	554	504	50	-	-	12 75
Portage Lake pl.....	-	-	-	-	-	-	-	-	-	175	82	-	257	175	82	-	-	-
Reed pl.....	3	3	-	-	2 90 1 85	300	213	-	5 36	304	85	159	548	290	258	-	-	4 50
No. 11, Range 1 pl.....	4	1	-	22 50	3 45 1 76	311	-	19	1 82	539	247	-	786	677	109	-	-	10 00
St. Francis pl.....	2	-	-	-	5 50 1 50	100	-	-	-	100	205	75	380	109	271	-	-	6 00
St. John pl.....	2	-	-	-	3 87 1 25	100	-	-	-	120	122	-	242	262	-	20	-	6 00
Silver Ridge pl.....	-	-	-	-	-	-	-	-	-	200	101	291	592	516	76	-	-	-
Wade pl.....	2	1	-	-	3 15 1 33	75	-	30	1 71	87	65	4	156	173	-	17	-	6 00
Wallagrass pl.....	2	-	1	25 00	6 25 1 50	100	-	-	-	100	344	-	444	411	33	-	-	12 00
Westfield pl.....	1	-	-	26 00	2 75 1 76	92	10	-	1 84	89	80	-	169	159	10	-	-	5 00
	347	163	20	22 74	3 64 1 60	27,355	803	207	2 34	32,667	25,840	3,802	62,309	51,963	10,439	93	-	1,357 75

APPENDIX.

CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	Total	Under 10						%	%	%	%	%	%									
Baldwin	359	187	148	304	269	309	.58	9	11	12	12	1	18	-	12	9	-	-	\$4,100	-	5	
Bridgton	837	507	432	538	459	623	.53	10	2	12	1	18	-	-	20	16	-	-	18,000	-	7	
Brunswick	1,776	652	543	677	565	712	.31	9	8	10	4	19	-	-	24	22	-	-	35,000	1	6	
Cape Elizabeth	1,842	982	878	974	761	1,703	.44	16	2	16	3	14	-	-	15	15	-	-	35,000	3	6	
Casco	303	204	163	221	187	249	.58	12	1	13	2	9	-	-	8	8	-	-	3,500	-	7	
Cumberland	564	267	210	281	240	374	.40	8	2	10	2	13	-	1	10	9	-	-	5,500	2	6	
Deering	1,215	765	662	749	673	820	.55	12	12	12	1	1	-	-	14	13	1	\$3,500	47,500	1	1	
Falmouth	484	250	212	300	263	343	.49	13	14	3	12	12	6	-	12	6	-	-	6,500	1	7	
Freeport	589	441	360	406	341	470	.59	13	3	12	4	15	-	1	18	18	-	-	22,000	3	7	
Gorham	917	583	428	571	469	708	.49	12	3	15	2	19	-	1	19	9	-	-	13,000	-	11	
Gray	565	322	266	337	284	413	.49	9	10	4	12	12	-	1	12	12	-	-	3,000	-	7	
Harpswell	590	347	295	282	247	389	.46	8	4	10	2	20	-	-	16	16	1	750	6,500	-	7	
Harrison	372	204	164	238	204	263	.49	12	9	4	8	10	-	1	9	8	-	-	2,700	-	3	
Naples	291	157	134	199	150	220	.49	9	11	-	11	11	-	-	11	8	-	-	3,800	-	7	
New Gloucester	415	208	160	226	189	236	.42	10	12	1	7	12	-	-	12	11	1	514	8,500	-	3	
North Yarmouth	232	108	89	114	104	129	.42	5	3	12	5	7	-	2	7	4	-	-	2,650	-	-	
Otisfield	274	158	132	187	156	207	.53	8	3	10	1	12	-	1	12	8	1	400	3,000	-	4	
Portland	11,734	5,250	4,253	5,604	4,418	6,737	.37	15	19	-	19	19	-	-	15	15	-	-	236,240	11	11	
Pownal	264	194	169	248	204	245	.71	7	2	11	4	11	-	2	11	11	-	-	5,500	-	6	
Raymond	415	238	191	229	187	277	.46	13	1	10	1	11	-	-	11	10	-	-	3,500	-	5	
Scarborough	585	313	268	346	284	476	.47	15	3	11	2	10	-	1	10	10	-	-	7,200	-	8	
Sebago	264	186	143	177	144	192	.54	8	3	9	2	9	-	-	9	2	-	-	2,000	-	3	
Standish	579	346	268	332	273	365	.47	14	3	11	2	13	-	-	13	8	-	-	5,925	1	11	
Westbrook	1,679	649	527	719	604	748	.36	12	12	-	12	1	-	-	8	8	-	-	28,000	2	3	

COMMON SCHOOLS.



Windham.....	679	374	315	428	349	477	.49	8	1	12	19	-	19	15	-	-	8,300	1	10
Yarmouth.....	601	328	261	315	210	390	.42	8	10	4	9	3	10	7	-	-	5,575	2	4
	28,325	14,220	11,673	15,002	12,264	18,075	.48	10	5	12	287	14	337	277	4	5,164	522,490	31	155

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts foreach inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	No. of Teachers graduated of Normal Schools.						Excess above am't required by law.	Less than the am't required by law.										
Baldwin.....	11	6	5	\$22 00	3 37	1 93	1,000	102	-	2 80	1,424	545	72	2,041	1,980	61	-	-	50 75
Bridgton.....	20	14	5	45 00	3 30	1 70	3,500	1,210	-	4 18	3,871	1,325	62	5,258	4,990	268	-	-	150 00
Brunswick.....	31	25	4	32 50	4 00	3 25	6,000	1,693	-	3 38	7,526	2,790	229	10,545	8,225	2,320	-	-	240 00
Cape Elizabeth.....	16	13	2	44 00	5 50	3 50	4,300	58	-	2 33	6,998	4,924	191	12,113	7,749	4,364	-	-	239 00
Caseo.....	8	1	1	23 25	4 12	1 95	800	74	-	2 64	833	484	120	1,437	1,423	14	-	-	40 50
Cumberland.....	7	3	2	36 25	4 90	2 35	1,295	-	-	2 30	1,560	878	103	2,541	2,292	249	-	-	64 50
Deering.....	18	18	10	103 00	8 68	3 00	6,000	2,541	-	4 94	4,714	1,977	200	6,891	6,397	494	-	-	300 00
Falmouth.....	10	5	3	31 00	5 00	2 00	2,000	710	-	4 13	2,170	769	57	2,996	2,877	119	-	-	72 00
Freeport.....	16	12	3	19 33	2 53	2 83	2,500	677	-	4 24	2,600	915	-	3,515	3,667	-	152	-	120 00
Gorham.....	20	7	10	35 25	4 63	2 47	3,300	711	-	3 59	4,906	1,454	72	6,432	4,949	1,483	-	-	85 00
Gray.....	13	6	7	29 00	3 57	1 90	1,450	12	-	2 57	1,623	878	70	2,571	2,435	130	-	-	66 00
Harpwell.....	24	7	-	30 00	3 54	2 20	1,500	72	-	2 54	1,602	892	-	2,494	2,087	407	-	-	104 00
Harrison.....	11	6	3	35 33	4 00	1 89	1,000	66	-	2 69	1,061	509	44	1,614	1,541	73	-	-	48 00
Naples.....	9	3	-	25 00	4 00	2 00	900	94	-	3 09	1,129	473	75	1,677	1,477	200	-	-	40 00
New Gloucester.....	12	9	3	28 67	3 94	2 20	1,700	594	-	4 09	2,096	667	329	3,092	1,686	1,406	-	-	67 00
North Yarmouth.....	5	7	6	-	4 50	2 50	800	138	-	3 45	838	405	278	1,521	1,490	31	-	-	40 00
Otisfield.....	12	7	1	23 75	3 18	1 39	850	108	-	3 10	899	431	120	1,450	1,402	48	-	-	57 50

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
Portland.....	128	128	30	104 00	\$9 00	4 00	89,325	62,227	-	7 61	77,150	17,230	-	94,380	91,244	3,136	-	-	2,250 00
Pownal.....	10	5	-	31 50	3 20	2 17	850	151	-	3 22	750	430	-	1,180	1,180	-	-	-	45 00
Raymond.....	11	3	-	23 00	2 69	1 44	907	-	-	2 18	991	637	118	1,746	1,585	161	-	-	45 00
Scarborough.....	10	2	1	28 50	5 12	2 25	1,500	22	-	2 56	1,864	944	-	2,808	2,607	201	-	-	65 00
Sebago.....	9	4	1	22 00	3 50	1 48	650	4	-	2 46	716	394	-	1,110	1,095	15	-	-	30 00
Standish.....	13	3	-	31 00	4 33	2 23	2,100	472	-	3 62	2,378	996	93	3,467	3,192	275	-	-	122 00
Westbrook.....	16	15	-	42 00	5 50	3 00	5.20	2,043	-	3 29	3,569	2,050	30	5,649	5,971	-	322	-	110 00
Windham.....	17	8	2	27 33	3 87	2 08	2,000	150	-	2 94	2,194	1,112	157	3,463	3,186	277	-	-	114 50
Yarmouth.....	8	6	2	33 00	4 66	2 50	1,616	-	-	2 69	1,761	933	-	2,694	2,644	50	-	-	75 00
	465	323	98	36 23	4 41	2 31	143,043	73,932	-	3 33	137,223	45,042	2420	184,685	169,371	15,788	474	-	4,642 75

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	W.	D.	W.	D.	W.	D.	W.	D.											
Avon.....	199	117	101	122	100	152	.50	7	2	9	1	12	-	-	11	6	-	-	12	-	-	-	-	-	-	-	-	3	
Carthage.....	153	110	98	113	95	140	.63	8	3	10	2	7	-	-	6	2	-	-	7	-	-	-	-	-	-	-	-	3	
Chesterville.....	287	164	149	209	179	250	.57	8	10	10	13	3	12	10	4	3	4	3	13	3	12	10	-	-	-	-	-	4	
Eustis.....	95	71	59	60	40	86	.52	8	2	8	3	4	-	-	4	3	-	-	4	-	-	-	1	\$435	1,350	-	-	1	
Farmington.....	981	475	372	598	524	612	.46	11	4	17	2	21	5	21	8	21	8	21	8	5	21	8	-	-	17,000	-	-	9	
Freeman.....	199	144	108	147	124	182	.58	8	5	11	2	10	-	-	3	3	-	-	10	-	3	3	-	-	1,500	-	-	4	
Industry.....	221	109	92	159	118	184	.48	7	4	9	4	10	-	-	10	5	-	-	10	-	10	5	-	-	3,000	-	-	5	
Jay.....	414	275	222	257	191	325	.50	7	4	9	1	10	-	-	17	3	17	8	3	17	3	17	8	-	-	5,000	-	-	9
Kingfield.....	160	111	101	109	95	123	.61	14	10	2	2	1	2	3	3	3	3	3	1	2	3	3	-	-	2,500	1	-	9	
Madrid.....	123	107	87	72	58	122	.59	10	2	9	2	9	-	-	7	1	-	-	2	9	7	1	-	-	800	-	-	1	
New Sharon.....	342	268	209	252	200	297	.59	8	1	11	4	18	2	16	11	11	11	4	18	2	16	11	-	-	2,500	-	-	2	
New Vineyard.....	259	218	170	162	129	222	.58	8	2	8	3	11	1	10	9	-	-	-	11	1	10	9	-	-	2,000	-	-	2	
Phillips.....	467	373	303	321	277	400	.62	8	1	9	16	7	15	11	11	11	11	7	15	11	11	11	-	-	6,500	-	-	10	
Rangely.....	221	179	141	211	172	216	.71	7	3	11	1	4	-	-	4	4	-	-	16	7	15	11	-	-	2,400	-	-	4	
Salem.....	89	20	17	59	53	60	.39	10	11	3	-	3	-	-	3	1	-	-	3	-	3	1	-	-	400	-	-	3	
Strong.....	178	109	98	112	94	127	.54	8	1	10	3	7	-	-	7	5	-	-	3	-	7	5	-	-	1,100	-	-	3	
Temple.....	168	98	82	150	138	156	.65	7	4	8	10	1	9	6	6	-	-	-	10	1	9	6	-	-	1,800	-	-	4	
Weld.....	325	301	251	271	218	286	.72	8	8	8	3	11	1	11	8	-	-	-	11	1	11	8	-	1	3,500	-	-	6	
Wilton.....	541	227	187	277	240	385	.39	12	3	10	4	12	5	13	13	13	13	5	13	13	13	13	-	-	12,000	-	-	11	
Coplin pl.....	36	22	19	18	17	26	.50	12	9	3	2	-	-	1	1	-	-	-	-	-	-	1	-	-	300	-	-	1	
Dallas pl.....	65	28	15	18	10	37	.19	16	5	3	2	-	-	1	1	-	-	-	-	-	-	-	-	-	200	-	-	1	
Letter E pl.....	14	4	4	11	9	11	.46	6	8	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	175	-	-	-	
Perkins pl.....	53	29	24	33	26	38	.47	6	7	2	3	-	-	3	3	-	-	-	-	-	3	3	-	-	600	-	-	1	

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Percentage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No.	Returns.							w.	d.	w.	d.									
Rangely pl. ....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greenvale .....	12	12	12	8	12	8	12	.67	9	1	9	5	207	1	1	1	1	1	1	1	1
	5,602	3,561	2,927	3,753	3,115	4,449	.54	9	1	9	5	207	28	197	123	2	635	71,500	5	88	

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Avon .....	10	7	-	5 18 33	2 50 1 39	500	43	-	2 51	589	310	2	901	823	78	-	-	25 00	
Carthage .....	7	2	1	24 25	2 97 1 42	406	86	-	2 65	453	246	23	722	700	22	-	-	23 25	
Chesterville .....	12	8	1	18 50	3 50 1 37	850	-	-	2 96	958	471	41	1,470	1,341	129	-	-	41 75	

Eustis.....	4	2	-	22 00	4 00	1 63	275	33	-	2 90	370	159	15	544	460	81	-	-	12 00
Farmington.....	22	13	10	28 00	3 80	2 00	3,000	318	-	3 05	3,782	1,537	89	5,408	4,596	812	-	-	144 50
Freeman.....	7	4	-	24 50	2 58	1 39	500	61	-	2 51	531	320	-	851	757	94	-	-	25 00
Industry.....	6	5	2	26 50	3 10	1 58	572	-	-	2 59	637	353	-	990	938	52	-	-	30 00
Jay.....	18	7	2	22 75	2 25	1 65	1,200	167	-	2 89	1,200	617	73	1,890	1,672	218	-	-	65 00
Kingfield.....	2	2	1	37 00	4 75	1 75	364	-	-	2 27	485	243	36	764	707	57	-	-	12 75
Madrid.....	9	3	-	21 00	2 85	1 47	340	-	10	2 76	364	194	33	591	550	41	-	-	28 50
New Sharon.....	10	12	11	26 50	3 31	1 64	1,161	116	-	3 39	1,242	576	50	1,868	1,802	66	-	-	109 50
New Vineyard.....	11	7	3	31 00	2 81	1 47	630	-	-	2 43	758	375	-	1,133	997	136	-	-	37 50
Phillips.....	19	8	1	21 00	3 25	2 10	1,400	250	-	3 00	1,573	718	-	2,291	2,120	171	-	-	85 00
Rangely.....	4	1	-	22 33	3 46	1 87	452	2	-	2 04	601	350	155	1,106	935	171	-	-	30 75
Salem.....	1	-	-	29 75	3 00	1 46	220	2	-	2 47	239	155	-	394	375	19	-	-	7 50
Strong.....	7	4	-	16 67	3 68	1 51	500	23	-	2 81	600	266	87	953	846	107	-	-	35 00
Temple.....	9	6	-	21 25	2 43	1 51	464	-	-	2 75	530	260	-	790	767	23	-	-	20 00
Weld.....	11	5	-	25 00	2 75	1 50	870	38	-	2 68	1,040	515	-	1,555	1,412	143	-	-	56 00
Wilton.....	16	3	6	27 75	3 12	1 75	1,400	9	-	2 58	1,711	808	129	2,648	2,310	338	-	-	107 00
Coplin pl.....	2	-	-	26 00	3 25	1 75	80	17	-	2 22	80	52	-	132	157	-	25	-	-
Dallas pl.....	1	-	-	22 00	2 50	2 38	130	14	-	2 00	145	107	-	252	114	138	-	-	3 00
Letter B pl.....	1	1	-	-	1 62	1 37	35	11	-	2 50	25	21	-	46	45	1	-	-	3 50
Perkins pl.....	3	2	-	16 00	2 00	1 48	119	-	-	2 24	133	82	-	215	185	30	-	-	2 25
Rangely pl.....	-	No	Returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greenvale.....	1	1	-	2 00	1 50	50	50	19	-	4 17	No	Fiscal	Returns.	-	-	-	-	-	2 00
	193	103	38	22 00	2 98	1 62	15,518	1,200	-	10 2 68	18,046	8,735	733	27,614	24,609	2,930	25	-	906 75

HANCOCK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.			
Amherst..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aurora ..	81	50	40	49	40	49	50	49	40	50	49	50	49	40	50	49	50	49	40	50	49	50	49	50	49	50	49	50	49	50	49	50	49	50	49	50	49
Bluchill ..	797	411	324	514	375	558	44	8	3	9	18	1	17	15	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	
Brooklin ..	367	230	199	260	217	265	56	8	3	9	9	9	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	
Brooksville..	551	305	257	290	244	399	54	8	11	3	9	9	9	7	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	
Bucksport ..	908	516	440	442	381	671	45	13	4	13	3	16	2	19	12	9	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	
Castine ..	392	179	157	171	144	214	38	12	3	10	3	4	4	6	5	5	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4		
Cranberry Isles..	120	71	60	94	87	103	57	7	4	8	5	1	4	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3		
Deer Isle..	1,343	850	677	740	612	1,034	48	11	1	11	21	3	20	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	
Dedham ..	164	96	82	92	73	110	47	8	1	9	1	5	2	5	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3		
Eastbrook ..	130	84	70	86	76	99	56	6	2	9	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4		
Eden ..	592	292	239	357	300	357	46	8	9	3	13	13	11	1	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000		
Ellsworth ..	1,672	899	744	1,054	757	1,137	45	14	5	14	4	19	2	23	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
Franklin ..	416	242	194	298	245	323	53	9	2	9	10	10	9	7	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		
Gouldsborough ..	594	344	287	425	358	461	54	8	4	9	2	14	1	12	10	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		
Hancock ..	419	376	295	212	173	381	56	8	4	10	5	6	6	4	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900		
Isle au Haut ..	75	23	19	34	29	39	32	10	3	2	6	6	4	2	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200		
Lamoine ..	236	135	118	133	114	168	49	8	1	11	5	5	4	4	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000		
Mariaville ..	129	85	70	100	80	107	58	8	10	10	5	5	5	5	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800		
Mount Desert..	377	169	136	204	174	373	41	8	2	10	2	10	9	9	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500		
Orland ..	513	452	347	384	298	460	63	8	5	11	4	15	2	14	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000		
Otis ..	114	60	50	62	61	81	49	7	4	8	5	3	3	3	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200		
Penobscot ..	452	268	227	278	238	263	51	11	8	4	12	8	4	12	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200		
Sedgwick ..	368	238	200	252	196	278	54	9	1	10	1	9	1	10	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000		
Sullivan ..	368	194	163	206	177	256	46	9	10	7	7	7	7	5	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950			

Surry .....	386	252	205	233	197	267	.52	10	1	9	3	9	-	9	6	-	-	3,800	-	6	
Tremont .....	734	415	348	453	379	548	.50	10	1	9	3	15	-	13	11	-	-	8,500	-	9	
Trenton .....	173	116	97	140	105	167	.58	8	9	8	6	8	-	6	6	-	-	2,500	-	4	
Verona .....	113	56	48	68	62	94	.49	8	1	7	4	4	-	4	4	-	-	2,500	-	1	
Waltham .....	81	68	58	50	39	79	.60	8	3	7	4	4	-	4	2	-	-	1,000	-	2	
Swan's Island pl. ....	233	111	98	129	114	160	.45	9	5	9	2	5	-	5	1	-	-	800	-	4	
No. 7 pl. ....	20	5	5	-	-	5	-	14	-	-	-	1	-	2	1	-	-	100	-	-	
No. 33 pl. ....	70	43	33	49	36	55	.49	8	12	-	-	1	-	1	-	-	-	700	-	1	
No 21 pl. ....	No	Statistical	Re	turns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long Island pl. ....	71	36	27	40	30	44	.40	8	12	-	-	1	-	1	-	-	-	400	-	-	
	13,119	7,671	6,314	7,898	6,411	9,606	.50	9	2	10	4	266	17	268	198	1	500	155,525	8	148	

HANCOCK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.										
Amherst.....	-	-	-	-	-	-	-	-	-	376	242	79	697	551	146	-	-	-	-
Aurora.....	3	2	4	\$30 00	3 25	1 56	170	-	-	2 09	452	127	26	603	305	300	-	-	6 75
Bluehill.....	18	15	3	30 75	3 63	1 92	1,800	30	-	2 26	1,946	1,117	125	3,188	3,014	174	-	-	90 00
Brooklin.....	9	2	3	32 25	3 82	2 09	800	12	-	2 18	827	554	-	1,381	1,357	24	-	-	39 00
Brooksville.....	11	7	2	34 17	4 50	1 92	1,140	5	-	2 07	1,209	865	-	2,074	2,000	74	-	-	43 00
Bucksport.....	19	14	1	31 00	3 62	2 40	2,500	12	-	2 75	2,819	1,500	76	4,395	3,912	483	-	-	115 75
Castine.....	7	4	2	28 00	5 82	2 75	1,250	278	-	3 19	1,270	630	30	1,930	1,724	206	-	-	43 00
Cranberry Isles.....	4	1	-	30 00	3 00	2 10	274	-	-	2 28	294	216	6	516	500	16	-	-	21 75
Deer Isle.....	25	7	-	34 50	4 69	2 22	2,613	-	-	1 94	2,839	2,111	-	4,950	4,640	310	-	-	60 00
Dedham.....	7	6	-	34 00	2 72	1 48	225	-	100	1 37	499	230	98	827	659	168	-	-	25 00
Eastbrook.....	3	3	-	29 50	3 66	1 85	300	69	-	2 31	300	187	-	487	487	-	-	-	10 00
Eden.....	12	9	1	33 50	4 35	2 00	1,400	97	-	2 36	1,578	899	126	2,603	2,514	89	-	-	125 00

HANCOCK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average Wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt't required by law	Less than the amt't required by law.											
Ellsworth	25	14	-	\$32 67	4 45	2 35	4,200	158	-	2 51	5,666	2,775	-	8,441	7,073	1,368	-	-	250 00	
Franklin	7	-	1	30 00	2 32	2 32	882	-	-	2 12	1,809	654	-	2,463	1,681	782	-	-	44 50	
Gouldsborough	13	3	1	36 50	3 60	2 04	1,459	-	-	12 45	1,638	1,051	32	2,721	2,613	108	-	-	19 50	
Hancock	11	1	-	36 50	4 63	2 25	876	-	-	3 09	967	648	-	1,615	1,598	17	-	-	44 75	
Isle au Haut	1	3	3	33 00	2 50	2 25	222	3	-	2 96	238	146	3	387	361	26	-	-	10 00	
Lamoine	6	1	1	35 25	3 94	2 11	601	2	-	2 55	646	370	-	1,016	974	42	-	-	25 00	
Mariaville	5	2	1	27 00	3 50	1 25	350	44	-	2 71	343	173	41	557	533	24	-	-	10 00	
Mount Desert	8	2	-	35 75	4 35	1 57	814	-	-	2 18	928	583	-	1,511	1,303	208	-	-	39 50	
Orland	16	8	4	35 00	3 33	2 10	1,360	9	-	2 65	1,794	848	135	2,777	2,376	401	-	-	70 00	
Otis	3	2	1	30 00	4 37	2 00	250	7	-	2 20	250	162	33	445	434	11	-	-	20 00	
Penobscot	12	5	-	33 67	4 29	1 93	1,073	-	-	2 37	1,476	725	10	2,211	2,143	68	-	-	45 25	
Sedgwick	10	4	3	33 16	4 00	2 08	960	58	-	2 61	1,021	556	54	1,631	1,555	76	-	-	49 50	
Sullivan	8	5	-	31 00	4 15	2 00	850	32	-	2 31	896	522	-	1,418	1,252	166	-	-	30 00	
Surry	10	3	-	29 17	3 29	2 17	950	3	-	2 46	989	638	-	1,618	1,551	67	-	-	55 75	
Tremont	14	5	10	36 17	3 88	2 18	1,458	-	151	1 98	1,772	1,180	-	2,952	2,638	314	-	-	62 25	
Trenton	7	3	-	32 67	2 87	1 75	550	39	-	3 18	594	342	-	936	928	8	-	-	25 00	
Verona	3	3	-	25 00	3 53	2 00	285	-	-	2 52	338	200	-	538	520	18	-	-	12 75	
Waltham	3	1	-	26 50	3 50	1 80	237	-	-	2 92	450	147	79	676	532	144	-	-	9 50	
Swan's Island pl.	5	1	-	37 50	3 21	1 95	490	-	122	2 10	623	340	1	964	876	88	-	-	36 75	
No. 7 pl.	1	-	-	-	2 00	2 00	60	-	-	113 00	52	40	15	107	107	-	-	-	-	
No. 33 pl.	-	-	-	30 00	-	2 50	160	66	-	2 28	175	99	-	274	231	43	-	-	8 50	
No. 21 pl.	-	-	-	-	-	-	-	-	-	-	164	38	-	202	118	84	-	-	-	
Long Island pl.	1	1	-	-	5 35	1 50	112	-	8	1 72	155	67	-	222	151	71	-	-	-	
	287	137	33	32 08	3 75	2 01	30,771	930	393	2 38	37,384	20,982	969	59,335	53,211	6,124	-	-	1,507 25	



KENNEBEC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 3 1/4 days per week.		Average length of Winter Schools of 4 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Albion	372	205	163	257	208	314	.50	10	4	11	2	12	-	13	8	-	\$3,000	-	4	
Augusta	2,161	1,127	945	1,057	834	1,239	.41	13	3	12	22	22	-	26	20	-	58,000	-	8	
Belgrade	406	229	195	316	272	322	.59	7	3	9	18	18	12	-	-	4,525	-	9		
Benton	365	196	169	214	174	245	.47	8	3	9	10	10	1	10	5	-	2,550	-	3	
Chelsea	253	160	139	133	116	187	.50	14	3	10	9	9	1	9	5	-	3,400	-	1	
China	478	281	225	371	296	341	.54	8	3	11	2	21	21	12	-	-	4,200	-	8	
Clinton	523	300	258	352	297	401	.53	10	12	12	13	13	7	-	-	-	4,500	1	10	
Farmingdale	213	86	75	117	110	129	.43	9	2	10	3	3	1	4	4	-	5,040	1	2	
Fayette	281	157	134	182	159	217	.52	9	10	9	10	9	4	9	8	-	3,000	-	6	
Gardiner	1,302	729	590	719	560	796	.44	18	18	18	1	1	11	11	1	\$1,152	36,000	2	3	
Hallowell	830	525	453	534	445	686	.54	11	11	11	1	1	11	11	1	2,477	20,000	-	-	
Litchfield	371	248	198	258	223	309	.57	8	1	10	3	15	1	15	5	-	3,000	-	7	
Manchester	200	89	68	114	94	128	.41	6	3	9	2	7	1	7	6	-	4,000	1	2	
Monmouth	348	222	183	220	193	325	.54	11	2	11	3	1	13	4	-	-	4,000	-	2	
Mount Vernon	310	271	227	200	167	301	.63	7	9	1	12	12	7	-	-	-	5,000	-	8	
Oakland	597	337	277	345	290	413	.47	9	3	10	3	1	11	6	-	-	6,000	1	2	
Pittston	703	399	304	571	475	493	.55	8	11	11	17	17	1	17	1	-	10,000	-	5	
Readfield	281	166	119	184	143	257	.46	11	2	10	4	10	1	10	3	-	4,500	1	5	
Rome	170	133	93	101	84	139	.52	8	3	10	2	8	1	7	4	-	1,200	2	6	
Sidney	428	230	185	300	255	298	.51	7	4	8	2	19	19	8	-	-	1,800	2	3	
Vassalborough	767	367	301	442	367	472	.44	8	1	10	3	22	22	13	-	-	10,000	-	4	
Vienna	199	106	91	141	117	160	.52	7	9	9	10	10	7	-	-	-	1,500	-	3	
Waterville	1,886	879	702	820	642	1,012	.39	18	18	18	1	1	9	7	-	-	25,000	1	1	
Wayne	247	135	109	203	177	211	.58	9	1	11	1	1	1	8	7	-	6,500	-	2	
West Gardiner	300	159	134	197	164	218	.50	9	12	12	9	9	9	4	-	-	3,000	1	5	

KENNEBEC COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.		Number registered in Winter Schools.	Average number attending Winter Schools.		Number of different pupils registered.	Percentage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	W.	S.		W.	S.		W.	S.															
Windsor.....	335	229	187	235	200	260	.58	8	3	13	3	13	10	-	-	-	-	-	-	\$2,000	-	4	
Winslow.....	501	219	169	252	219	301	.39	8	3	9	1	15	7	-	-	-	-	-	-	3,500	-	5	
Winthrop.....	554	294	260	287	261	309	.41	9	3	15	-	9	7	-	-	-	-	-	-	14,000	-	-	
Unity pl.....	21	11	10	17	15	17	.60	8	-	7	-	1	1	-	-	-	-	-	-	50	-	1	
	15,403	8,489	6,963	9,139	7,557	10,500	.50	9	4	10	5	292	210	2	3,629	250,265	13	119					

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer		No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1883.	Excess above amt't required by law.	Not less than 80cts. for each inhabitant.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.		Amount available from State Treasury from April 1, 1882, to April 1, 1883.		Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.		Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	W.	S.			W.	S.	W.	S.	W.	S.						W.	S.	W.	S.			W.	S.				
Albion.....	11	8	1	\$23 50	3 05	1 60	953	-	-	2 56	1,155	581	1,736	1,588	148	-	-	1,939	30	61 00							
Augusta.....	35	27	2	72 50	3 24	2 60	6,250	-	-	3 05	10,640	3,246	8,338	19,167	2,957	-	-	1,939	-	300 00							
Belgrade.....	14	11	3	26 00	3 56	1 71	1,200	-	-	2 96	1,256	713	1,969	1,939	30	-	-	-	-	90 00							

Benton .....	10	7	-	26 33	3 80	1 76	1,000	62	-	2 74	1,310	542	-	1,852	1,611	241	-	-	39 00
Chelsea .....	15	5	1	30 00	3 00	1 92	675	-	555	2 67	858	383	-	1,241	1,056	185	-	-	35 00
China .....	19	15	-	28 00	3 18	1 66	1,415	-	-	2 96	1,721	826	-	2,547	2,369	178	-	-	85 00
Clinton .....	13	4	-	33 00	3 75	2 29	1,332	-	-	2 55	1,545	911	17	2,473	2,317	156	-	-	87 75
Farmingdale .....	4	2	-	26 33	3 65	2 40	1,000	369	-	4 69	1,069	342	-	1,411	1,412	-	1	-	38 75
Fayette .....	8	3	4	25 00	3 00	2 00	800	188	-	2 85	927	419	-	1,346	1,254	92	-	-	35 00
Gardiner .....	18	17	5	76 00	7 31	3 00	4,300	749	-	3 30	4,082	2,107	300	6,489	6,488	1	-	-	200 00
Hallowell .....	11	11	-	-	8 50	2 50	3,500	977	-	4 22	3,000	1,709	36	4,745	4,365	380	-	-	150 00
Litchfield .....	16	8	-	23 67	3 29	1 58	1,048	-	-	2 83	1,318	575	-	1,893	1,721	172	-	-	60 50
Manchester .....	7	5	1	21 50	3 54	2 12	750	252	-	3 75	875	334	-	1,209	1,071	138	-	-	32 00
Monmouth .....	12	9	2	30 00	3 84	2 00	1,520	304	-	4 37	1,216	599	-	1,815	1,904	-	89	-	101 25
Mt. Vernon .....	15	1	-	21 75	3 61	1 63	936	-	-	3 02	1,287	499	-	1,786	1,419	367	-	-	36 00
Oakland .....	13	12	1	37 33	4 33	1 94	1,350	33	-	2 93	1,756	890	21	2,667	2,409	258	-	-	86 00
Pittston .....	16	11	-	25 00	8 25	2 50	2,000	34	-	2 84	3,089	1,046	49	4,184	3,838	346	-	-	90 00
Readfield .....	8	4	2	21 33	4 34	1 72	1,000	6	-	3 57	1,360	469	-	1,829	1,504	325	-	-	50 00
Rome .....	5	-	1	23 67	3 85	2 00	485	-	-	2 85	551	303	-	854	834	20	-	-	25 00
Sidney .....	15	14	2	26 67	3 29	1 00	1,117	-	-	2 61	1,242	644	-	1,886	1,872	14	-	-	76 50
Vassalborough .....	19	17	-	38 50	3 75	1 85	2,100	3	-	2 74	2,697	1,240	-	3,937	3,824	115	-	-	118 00
Vienna .....	9	7	1	23 00	2 60	1 54	515	-	-	2 58	619	325	-	944	839	105	-	-	25 00
Waterville .....	18	19	4	101 00	7 00	2 50	4,000	262	-	2 12	6,090	2,852	18	8,960	8,634	326	-	-	487 50
Wayne .....	9	9	1	25 00	3 00	1 75	760	-	-	3 08	854	454	8	1,316	1,253	63	-	-	50 00
West Gardiner .....	7	4	-	29 50	3 82	1 85	850	68	-	2 83	939	446	-	1,385	1,279	106	-	-	45 00
Windsor .....	13	9	-	25 00	3 37	1 50	860	-	32	57	894	531	-	1,425	1,359	66	-	-	45 00
Winslow .....	16	11	7	24 25	3 19	1 74	1,200	26	-	2 39	1,274	641	-	1,915	1,815	100	-	-	73 00
Winthrop .....	13	13	4	-	4 50	2 50	1,800	83	-	3 25	2,212	918	-	3,130	2,735	395	-	-	65 00
Unity pl .....	1	-	-	16 00	2 50	1 00	50	1	-	2 49	52	34	-	86	82	4	-	-	3 00
	370	263	47	32 77	4 07	1 94	44,776	3,560	558	3 05	55,888	24,579	8,687	89,154	81,958	7,286	90	-	2,590 25

KNOX COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	W.	S.						W.	S.	W.	S.	W.	S.									
Appleton.....	434	408	328	275	229	407	.64	8	4	9	5	11	1	11	7	-	-	-	\$5,500	-	10	
Camden.....	1,370	1,277	1,044	718	617	1,292	.61	12	11	11	14	-	-	15	12	-	-	-	12,000	-	10	
Cushing.....	274	162	125	169	141	194	.49	11	11	6	6	1	6	6	6	-	-	-	1,800	-	5	
Friendship.....	337	198	167	209	172	242	.55	10	11	5	7	1	7	6	6	-	-	-	2,000	1	5	
Hope.....	241	136	118	154	138	197	.57	7	9	9	7	1	7	3	3	-	-	-	3,500	1	5	
Hurricane Isle.....	65	30	22	46	38	51	.46	16	17	1	1	1	1	1	1	-	-	-	30	-	-	
North Haven.....	250	142	111	172	148	215	.52	9	3	8	2	6	-	6	5	-	-	-	2,000	-	7	
Rockland.....	1,991	1,320	1,160	1,241	1,073	1,488	.56	15	15	15	1	-	-	11	4	-	-	-	50,000	-	3	
South Thomaston.....	652	375	304	395	329	483	.49	9	4	10	3	12	-	14	10	-	-	1	7,500	3	6	
St. George.....	974	698	569	721	604	802	.66	10	5	10	4	19	4	17	15	-	-	-	4,700	-	13	
Thomaston.....	912	577	487	583	464	611	.52	15	2	15	3	1	-	11	11	-	-	-	18,900	2	2	
Union.....	441	281	237	340	286	362	.59	9	10	3	14	-	-	14	11	-	-	-	10,000	-	6	
Vinalhaven.....	958	571	509	645	609	712	.58	9	2	11	4	11	-	13	9	-	-	-	8,500	-	6	
Warren.....	707	495	337	480	351	496	.48	8	2	9	4	19	2	19	14	-	-	-	2,000	1	7	
Washington.....	419	227	204	249	228	349	.52	10	8	8	13	2	11	8	8	-	-	-	2,000	-	10	
Matinicus Isle pl.....	66	37	32	39	33	46	.49	16	12	1	1	1	1	1	1	-	-	-	500	-	1	
	10,091	6,937	5,754	6,436	5,460	7,947	.54	11	1	11	2	143	13	164	123	2	1,044	130,930	15	96		



LINCOLN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female									
Alna .....	202	125	112	139	122	134	.58	8	3	11	3	6	-	-	6	2	-	-	-	-	-	-	-	-	\$3,000	1	4
Boothbay .....	1,298	739	609	738	640	955	.48	8	3	9	1	17	-	-	18	10	-	-	-	-	-	-	-	-	16,000	6	11
Bremen .....	303	160	135	200	171	200	.50	8	3	9	4	9	1	1	9	5	-	-	-	-	-	-	-	-	5,000	-	5
Bristol .....	1,013	591	492	682	546	1,003	.51	10	10	10	5	6	-	-	21	11	-	1	-	-	-	-	\$400	10,000	1	13	
Damariscotta .....	378	229	206	184	161	252	.49	13	10	10	5	6	-	-	7	2	-	-	-	-	-	-	-	3,500	-	5	
Dresden .....	312	195	163	203	170	218	.53	10	10	10	9	9	1	1	9	7	-	-	-	-	-	-	-	-	5,000	1	6
Edgecomb .....	322	146	135	206	174	232	.48	8	3	11	2	7	-	-	7	5	-	-	-	-	-	-	-	-	4,300	-	6
Jefferson .....	538	331	278	397	343	390	.58	8	1	9	3	15	1	1	14	12	-	1	-	-	-	-	500	4,000	1	10	
Newcastle .....	446	243	186	252	210	301	.45	7	1	9	1	14	1	1	14	10	-	-	-	-	-	-	-	-	7,000	-	5
Nobleborough .....	342	229	190	231	211	270	.59	9	10	10	12	12	-	-	12	7	-	-	-	-	-	-	-	-	5,000	-	11
Somerville .....	160	105	80	113	85	120	.52	8	10	2	7	7	1	1	5	4	-	-	-	-	-	-	-	-	1,200	-	1
Southport .....	252	143	120	158	135	163	.51	7	4	10	1	5	-	-	5	5	-	-	-	-	-	-	-	-	2,150	-	2
Waldoborough .....	1,133	590	526	629	548	675	.47	9	3	11	2	31	2	2	30	12	-	-	-	-	-	-	-	-	12,350	-	17
Westport .....	198	108	90	118	87	164	.45	8	10	4	4	4	-	-	4	3	-	-	-	-	-	-	-	-	2,000	-	2
Whitefield .....	499	277	217	324	287	411	.51	9	2	10	4	16	-	-	16	11	-	1	-	-	-	200	5,000	-	11		
Wiscasset .....	644	394	328	356	293	425	.48	13	10	2	6	6	-	-	7	5	-	1	-	-	-	1,000	5,000	1	4		
Monhegan Isle pl .....	44	24	24	29	22	29	.52	10	13	2	1	1	-	-	1	1	-	-	-	-	-	-	-	500	-	-	
	8,104	4,629	3,891	4,959	4,205	5,942	.51	9	1	10	2	186	7	7	185	112	4	4	4	4	4	4	2,100	90,900	13	113	

COMMON SCHOOLS.

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1883.		Excess above am't required by law.		Not less than 80 cts. for each inhabitant.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1882, to April 1, 1883.		Amount available from State Treasury from April 1, 1882, to April 1, 1883.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.		Balance unexpended April 1, 1883.		Balance over-expended April 1, 1883.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Alna	5	2	-	-	5	27	50	3	89	2	13	600	50	-	-	2	97	802	353	-	-	1,155	1,011	144	-	-	-	-	-	-	-	-	-	-	-	-	29	00		
Boothbay	28	10	6	34	50	5	29	3	00	3,600	740	-	-	-	2	77	3,713	1,947	-	-	5,660	5,573	87	-	-	-	-	-	-	-	-	-	-	-	-	-	170	50		
Bremen	9	4	-	28	33	3	58	1	87	678	7	-	-	-	2	24	769	470	-	-	1,239	1,198	41	-	-	-	-	-	-	-	-	-	-	-	-	-	25	00		
Bristol	23	11	4	38	00	4	00	2	85	2,600	43	-	-	-	2	57	2,962	1,596	-	-	4,558	4,276	282	-	-	-	-	-	-	-	-	-	-	-	-	-	100	00		
Damariscotta	8	3	1	38	00	4	00	2	75	1,227	313	-	-	-	3	25	1,187	580	-	-	1,767	1,671	96	-	-	-	-	-	-	-	-	-	-	-	-	-	65	00		
Dresden	8	3	-	21	50	4	25	3	00	900	74	-	-	-	2	88	1,189	501	-	-	1,690	1,550	140	-	-	-	-	-	-	-	-	-	-	-	-	-	30	00		
Edgecomb	6	3	2	27	00	3	08	2	83	693	-	-	-	-	2	17	1,002	498	-	-	1,500	1,438	62	-	-	-	-	-	-	-	-	-	-	-	-	-	37	75		
Jefferson	14	5	-	32	33	3	42	1	70	1,272	-	-	-	-	2	36	1,991	860	-	-	2,851	2,221	630	-	-	-	-	-	-	-	-	-	-	-	-	-	48	00		
Newcastle	11	9	-	37	00	3	36	1	83	1,227	-	-	-	-	2	75	1,263	728	-	-	1,991	1,900	91	-	-	-	-	-	-	-	-	-	-	-	-	-	90	00		
Nobleborough	12	1	-	28	00	3	00	2	25	914	-	-	-	-	2	67	1,011	553	-	-	1,564	1,453	111	-	-	-	-	-	-	-	-	-	-	-	-	-	50	00		
Somerville	6	7	1	30	00	2	94	1	61	432	-	-	-	-	2	69	445	332	-	-	777	770	7	-	-	-	-	-	-	-	-	-	-	-	-	-	25	00		
Southport	5	3	1	39	50	6	25	2	75	543	-	-	-	-	2	15	622	402	-	-	1,024	896	128	-	-	-	-	-	-	-	-	-	-	-	-	-	32	75		
Waldoborough	31	9	4	30	00	3	62	2	00	3,000	-	-	-	-	6	60	3,459	1,903	-	-	5,362	5,151	211	-	-	-	-	-	-	-	-	-	-	-	-	-	156	50		
Westport	4	2	-	26	00	4	62	3	06	500	10	-	-	-	2	51	758	306	-	-	1,064	1,013	51	-	-	-	-	-	-	-	-	-	-	-	-	18	00			
Whitefield	15	7	-	24	00	3	00	2	00	1,400	191	-	-	-	2	80	1,741	766	-	-	2,507	2,189	318	-	-	-	-	-	-	-	-	-	-	-	-	-	91	00		
Wiscasset	9	6	3	37	00	5	75	3	00	1,600	122	-	-	-	2	48	1,969	941	-	-	2,910	2,554	356	-	-	-	-	-	-	-	-	-	-	-	-	41	00			
Monhegan Isle pl.	1	1	-	-	-	5	00	2	00	95	-	-	-	-	11	16	199	72	-	-	271	141	130	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	195	86	22	31	17	4	06	2	42	21,286	1,547	-	-	17	59	25,082	12,808	-	-	37,890	35,005	2,885	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,009	50		

OXFORD COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							W.	S.	W.	S.											
Albany	240	129	108	155	133	175	.50	8	2	11	10	10	8	-	10	8	-	-	\$2,500	-	1
Andover	270	142	121	152	127	194	.46	10	2	10	4	6	5	-	6	5	-	-	3,000	1	5
Bethel	639	337	270	353	292	359	.44	7	2	10	2	27	3	26	21	1	1	\$425	6,500	1	9
Brownfield	396	227	185	172	140	262	.41	8	4	10	3	14	1	14	9	-	-	5,000	-	4	
Buckfield	410	253	212	257	200	273	.50	9	2	10	5	13	3	13	7	-	-	3,000	-	4	
Byron	84	25	22	65	59	65	.48	7	9	1	5	3	3	3	3	-	-	500	-	2	
Canton	372	220	184	281	246	298	.58	8	9	1	11	10	7	-	10	7	-	4,000	-	7	
Denmark	321	206	174	168	136	259	.48	9	2	9	3	12	1	13	8	-	-	5,000	-	5	
Dixfield	276	146	121	151	138	193	.47	8	9	3	11	1	9	6	6	1	1	3,300	6,500	-	4
Fryeburg	478	275	253	351	255	369	.53	8	5	9	3	17	1	16	12	-	-	5,000	-	6	
Gilead	76	32	28	52	39	58	.44	5	2	10	3	6	-	6	6	1	1	250	1,500	-	1
Grafton	43	29	24	39	37	39	.71	16	23	-	-	3	-	1	1	-	-	200	-	-	
Greenwood	-	No Sta	tistical	Returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hanover	54	32	28	33	30	43	.54	8	14	3	3	1	3	3	3	-	-	-	1,500	-	-
Hartford	243	157	137	198	173	212	.64	8	9	9	14	4	14	10	10	-	-	-	4,000	1	7
Hebron	184	100	89	130	105	122	.53	10	10	4	7	2	7	4	4	-	-	-	3,000	-	4
Hiram	405	211	169	231	185	286	.44	9	3	9	4	13	2	12	6	-	-	-	3,000	-	8
Lovell	311	245	218	255	212	260	.69	7	10	2	12	1	12	10	10	-	-	-	3,500	-	9
Mason	31	18	12	28	20	28	.51	8	11	1	1	1	1	1	1	-	-	-	400	-	1
Mexico	129	71	59	91	72	108	.51	8	1	9	4	6	-	6	2	-	-	-	500	-	3
Newry	107	65	53	104	85	104	.64	9	2	9	1	6	1	6	3	-	-	-	1,200	-	5
Norway	781	437	390	455	409	513	.51	9	11	2	15	1	17	17	3	-	-	-	9,000	1	5
Oxford	503	235	205	260	210	379	.41	9	4	10	2	10	2	11	3	-	-	-	3,500	-	4
Paris	852	463	400	509	444	576	.50	9	3	11	1	20	20	16	6	-	-	-	10,000	-	12
Peru	279	144	122	176	144	223	.48	7	3	9	5	10	-	10	6	-	-	-	3,000	-	5



Porter.....	348	210	148	214	153	250	.43	9	9	4	13	-	13	5	-	-	2,500	-	10	
Roxbury.....	53	36	30	17	16	40	.43	8	2	7	6	1	4	4	1	250	850	-	1	
Rumford.....	325	185	154	222	193	251	.53	7	4	10	13	1	13	10	-	-	2,500	-	9	
Stow.....	118	82	65	74	63	99	.54	8	11	7	7	1	7	3	-	-	1,500	-	2	
Stoncham.....	172	109	89	154	120	160	.61	8	13	5	5	1	5	5	-	-	1,700	-	1	
Summer.....	338	177	152	244	211	267	.54	9	2	9	1	15	1	16	12	-	4,600	-	9	
Sweden.....	139	90	73	99	86	108	.57	8	5	14	2	7	7	7	-	-	3,500	-	2	
Upton.....	85	53	44	54	37	60	.48	8	2	11	5	-	3	1	-	-	300	-	-	
Waterford.....	330	177	149	173	146	255	.45	9	1	10	4	14	-	14	14	-	10,000	-	1	
Woodstock.....	331	168	140	241	199	258	.51	8	2	10	5	11	1	10	6	-	3,400	-	7	
Franklin pl.....	55	38	29	32	27	41	.51	8	4	11	3	-	3	1	-	-	300	-	1	
Lincoln pl.....	26	20	16	19	16	20	.61	10	7	1	1	-	1	-	-	-	50	-	-	
Milton pl.....	94	31	24	23	21	38	.24	8	13	2	2	2	2	1	-	-	800	-	1	
Riley pl.....	19	-	-	19	13	19	-	-	10	1	-	-	-	-	-	-	-	-	-	
	9,927	5,575	4,697	6,251	5,190	7,294	.51	8	4	10	4	355	32	344	243	4	4,225	116,700	9	155

OXFORD COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1883.		Excess above amt't required by law.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1882, to April 1, 1883.		Amount available from State Treasury from April 1, 1882, to April 1, 1883.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.		Balance unexpended April 1, 1883.		Balance over-expended April 1, 1883.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	Average	Average	Amount	Excess	Less	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount		
Albany	10	8	-	-	\$25 00	2 97	1 16	600	46	-	-	2 50	603	375	10	988	942	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	37 00			
Andover	5	1	-	-	34 00	3 07	1 99	700	76	-	-	2 60	758	379	23	1,160	1,111	49	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25 00			
Bethel	19	16	2	2	27 00	3 47	1 80	1,662	-	-	-	2 60	1,709	1,056	36	2,801	2,801	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	115 00			
Brownfield	12	4	1	1	25 50	3 50	1 85	1,095	112	-	-	2 76	1,163	651	-	1,814	1,710	104	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50 00			
Buckfield	14	10	1	1	27 75	2 83	1 85	1,103	-	-	-	2 69	1,191	655	126	1,972	1,827	145	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66 00			
Byron	2	3	-	-	24 50	2 50	1 70	153	-	-	-	1 82	278	117	31	426	259	167	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10 25			
Canton	10	5	1	1	27 25	3 30	2 10	840	17	-	-	2 26	858	594	43	1,495	1,473	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50 00			
Denmark	12	7	2	2	23 00	3 54	1 36	1,000	277	-	-	3 12	1,306	471	32	1,809	1,621	188	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50 00			
Dixfield	9	6	-	-	27 50	2 67	1 77	730	-	-	-	2 64	756	435	-	1,191	1,033	158	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40 00			
Fryeburg	16	10	5	5	27 50	4 33	1 59	1,400	94	-	-	2 93	1,511	835	95	2,441	2,064	377	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70 00			
Gilead	3	5	-	-	26 00	3 15	1 56	235	-	-	-	3 09	281	114	15	410	402	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10 00			
Grafton	2	3	-	-	-	2 60	1 24	100	8	-	-	2 32	100	72	-	172	172	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3 00			
Greenwood	-	-	-	-	-	-	-	-	-	-	-	-	844	423	36	1,303	1,113	190	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hanover	2	2	-	-	-	4 50	1 70	262	100	-	-	4 85	301	76	12	389	352	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8 25		
Hartford	12	7	-	-	21 00	2 60	1 75	800	110	-	-	3 29	821	408	24	1,253	1,207	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58 75		
Hebron	6	2	-	-	22 50	4 25	1 95	481	-	-	-	2 61	600	305	-	905	779	126	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30 00		
Hiram	12	4	7	7	24 00	4 75	1 88	1,500	338	-	-	3 70	1,785	674	-	2,459	2,189	270	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75 00		
Lovell	12	4	-	-	21 00	3 50	1 63	900	38	-	-	2 89	1,135	499	292	1,926	1,765	161	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50 00		
Mason	1	-	-	-	26 00	3 00	1 75	76	1	-	-	2 45	76	54	-	130	130	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mexico	5	1	2	2	22 00	2 40	1 41	366	44	-	-	2 84	387	214	-	601	572	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18 00			
Newry	6	3	-	-	23 50	3 45	2 12	333	63	-	-	3 11	359	165	42	566	542	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15 00		
Norway	19	15	-	-	40 00	4 10	1 70	2,530	535	-	-	3 27	3,287	1,094	-	4,381	3,328	1,053	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100 00		
Oxford	12	8	1	1	24 00	4 24	1 95	1,500	176	-	-	2 98	1,501	794	-	2,295	2,231	64	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84 00		
Paris	21	10	2	2	28 50	3 50	2 05	2,886	41	-	-	2 80	2,533	1,374	219	4,126	3,963	163	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100 00		
Peru	9	5	3	3	23 00	3 33	1 67	660	-	-	-	2 37	809	450	34	1,293	1,190	103	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	57 50		

Porter.....	12	1	1	22 25	3 52	1 67	876	-	-	2 52	994	580	100	1,674	1,604	70	-	-	44 00
Roxbury.....	4	1	2	22 00	2 25	1 33	150	10	-	2 83	162	80	-	242	218	24	-	-	82 50
Rumford.....	12	3	-	20 50	2 54	1 60	805	-	-	2 48	938	518	166	1,622	1,385	237	-	-	40 00
Stow.....	7	3	1	27 50	3 75	1 25	400	79	-	3 39	592	169	-	761	684	77	-	-	20 00
Stoneham.....	4	6	-	20 00	3 34	1 57	380	-	-	2 21	512	250	-	762	545	217	-	-	24 00
Sumner.....	13	6	1	23 00	2 64	1 50	811	-	-	2 40	852	562	68	1,482	1,317	165	-	-	56 75
Sweden.....	7	7	2	20 50	3 72	1 44	650	271	-	4 67	700	214	95	1,009	969	40	-	-	30 00
Upton.....	6	3	1	-	3 73	1 76	196	4	-	2 31	191	137	127	455	458	-	3	-	6 00
Waterford.....	11	7	3	14 00	4 36	1 43	1,000	71	-	3 03	1,185	542	40	1,767	1,589	178	-	-	90 00
Woodstock.....	10	5	1	22 50	2 20	1 70	800	38	-	2 42	870	579	-	1,449	1,340	109	-	-	32 50
Franklin pl.....	3	1	1	20 00	2 51	1 20	127	-	-	2 33	157	95	-	252	230	22	-	-	7 03
Lincoln pl.....	1	1	-	-	3 30	1 10	100	58	-	3 84	80	32	10	122	105	17	-	-	-
Milton pl.....	3	-	1	22 00	3 50	1 35	210	-	-	6 2 23	210	151	-	361	361	-	-	-	3 00
Riley pl.....	-	1	-	-	2 00	2 00	40	8	-	2 11	No	Fiscal Returns	-	-	-	-	-	-	-
	324	184	41	24 08	3 29	1 63	28,477	2,605	-	6 2 82	32,395	16,193	1,676	50,264	45,581	4,681	3	-	1,484 50

PENOBSCOT COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Summer Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
	W.	D.						W.	D.											
Alton	148	92	73	104	84	135	.53	9	3	11	2	6	-	4	1	-	\$1,200	-	1	
Argyle	86	54	47	65	49	65	.56	8	10	4	4	4	-	4	4	-	500	-	3	
Bangor	5,240	2,874	2,296	2,727	2,344	3,003	.44	13	10	10	1	1	-	36	36	1	\$23,950	-	2	
Bradford	500	298	250	333	282	399	.53	9	1	9	3	15	-	14	14	-	800	-	10	
Bradley	290	154	122	169	127	187	.43	16	12	12	-	3	-	4	2	-	1,000	-	1	
Brewer	877	565	446	524	421	721	.49	10	3	10	4	1	-	11	8	-	17,000	-	2	
Burlington	212	121	113	94	71	137	.43	16	13	6	-	6	-	6	5	-	2,500	-	2	
Carnel	414	270	201	290	241	308	.53	9	3	10	5	11	-	11	7	-	2,900	-	5	
Carroll	234	131	98	171	136	160	.50	9	9	9	-	7	-	7	7	-	2,000	-	8	
Charleston	380	215	171	237	210	298	.50	11	11	3	10	1	10	10	9	-	5,000	-	6	
Chester	141	83	71	96	80	103	.54	6	3	10	1	6	-	6	4	-	300	-	-	
Clifton	127	65	53	83	61	83	.45	11	3	11	3	5	-	5	5	-	1,500	-	-	
Corinna	441	326	276	313	259	352	.61	8	1	8	3	14	-	15	8	-	3,000	-	6	
Corinth	383	230	185	269	215	341	.52	10	2	12	2	13	-	13	11	-	10,000	-	7	
Dexter	1,291	440	380	406	361	465	.29	8	4	10	12	1	13	8	-	-	12,500	-	1	
Dixmont	381	239	205	260	219	306	.56	9	3	11	9	2	11	9	-	-	2,500	-	6	
Eddington	232	130	136	155	120	203	.55	8	3	10	2	7	-	7	6	-	1,600	-	4	
Edinburg	17	13	10	-	-	13	-	18	-	-	-	2	-	2	2	-	150	-	-	
Enfield	187	125	105	89	69	125	.47	14	9	9	4	7	-	7	6	-	1,000	-	1	
Etna	263	165	130	195	157	220	.55	9	3	11	3	8	-	8	8	-	2,500	-	4	
Exeter	394	196	150	242	198	300	.44	9	1	10	4	14	-	13	10	-	4,500	-	9	
Garland	354	194	165	215	184	250	.49	8	5	11	1	11	-	11	4	-	4,500	-	3	
Glenburn	233	195	163	136	103	197	.57	8	1	9	2	7	-	7	6	-	2,000	-	2	
Greenbush	272	147	126	142	133	159	.48	12	12	12	-	6	-	8	8	-	3,500	-	2	
Greenfield	108	67	56	38	33	96	.41	13	8	8	-	5	-	5	5	-	1,225	-	2	

Hampden.....	878	480	398	578	485	698	.50	12	3	12	18	1	18	10	1	250	7,500	2	12	
Herron.....	432	256	214	298	243	361	.53	9	1	10	4	13	-	13	9	-	3,000	-	8	
Holden.....	236	119	97	130	114	147	.49	8	9	4	8	-	8	6	-	-	3,000	-	2	
Howland.....	36	31	26	-	-	31	-	8	3	-	5	-	3	2	1	300	500	-	-	
Hudson.....	229	141	114	159	120	165	.51	8	3	10	7	-	7	5	-	-	2,000	-	6	
Kenduskeag.....	165	97	78	107	90	145	.57	14	15	1	1	-	4	4	-	-	3,000	-	1	
Kingman.....	158	85	80	89	82	95	.51	10	2	10	2	1	2	2	-	-	1,100	-	1	
Lagrange.....	249	136	102	152	131	173	.47	10	3	11	3	5	-	5	5	1	500	2,400	-	2
Lee.....	371	253	223	300	244	295	.63	8	3	13	8	1	9	7	-	-	2,200	-	5	
Levant.....	357	214	175	235	186	251	.51	8	3	9	4	12	-	12	9	-	3,500	-	10	
Lincoln.....	532	300	242	290	220	380	.43	8	3	9	2	11	-	10	9	-	5,000	-	4	
Lowell.....	152	96	75	92	76	107	.50	8	3	12	2	8	-	8	5	-	1,400	-	-	
Mattamiscotis.....	20	18	15	-	-	18	-	13	-	-	-	1	-	1	1	-	400	-	-	
Mattawamkeag.....	159	111	93	54	41	133	.42	10	10	-	5	-	3	3	-	-	1,000	1	1	
Maxfield.....	50	37	31	15	12	45	.43	10	10	4	-	-	2	2	-	-	300	-	-	
Medway.....	223	200	185	189	169	212	.79	12	12	7	-	7	-	7	4	-	4,200	-	1	
Milford.....	196	145	118	141	117	170	.60	9	10	3	4	-	4	4	-	-	6,000	-	3	
Mt. Chase.....	111	36	23	44	35	60	.23	16	2	14	3	5	-	4	1	1	211	1,100	-	-
Newburg.....	322	192	152	218	176	294	.51	7	5	10	12	-	11	9	-	-	2,850	-	6	
Newport.....	405	245	207	251	217	262	.52	10	2	12	2	8	4	10	9	-	7,300	1	4	
Oldtown.....	1,202	658	537	550	453	755	.41	16	1	9	4	9	-	13	9	-	10,000	1	6	
Orono.....	737	353	316	284	241	487	.38	10	12	1	-	10	8	-	-	-	10,000	-	1	
Orrington.....	461	392	326	281	223	375	.60	8	5	9	5	11	-	12	10	-	5,200	-	3	
Passadumkeag.....	105	66	59	72	57	73	.55	8	12	4	1	4	-	4	-	-	600	-	-	
Patten.....	242	116	96	128	106	163	.42	10	3	12	3	6	-	6	1	1	730	1,250	-	2
Plymouth.....	259	155	126	173	135	173	.50	9	12	2	8	1	9	6	-	-	2,500	-	3	
Prentiss.....	167	92	67	84	65	117	.40	9	4	11	2	5	1	5	4	-	1,950	-	3	
Springfield.....	353	222	193	217	203	247	.56	12	2	12	4	7	3	7	6	-	2,000	-	3	
Stetson.....	255	188	140	137	109	215	.49	10	3	13	7	-	7	5	-	-	4,000	1	5	
Veazie.....	204	125	99	133	114	134	.52	14	3	9	1	1	-	3	3	-	1,500	-	1	
Winn.....	321	177	137	121	96	235	.36	9	3	10	4	3	6	4	-	-	2,700	1	1	
Drew pl.....	65	59	52	47	41	53	.71	8	3	10	2	2	2	2	2	-	500	-	2	
Lakeville pl.....	56	27	22	26	21	27	.38	9	15	3	2	1	2	2	2	-	500	-	-	
No. 2, Grand Falls pl....	No Re	turns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stacyville pl.....	79	59	43	35	27	60	.44	15	12	-	4	-	4	2	-	-	350	1	2	
Webster pl.....	56	37	32	-	-	37	-	12	-	-	4	-	3	1	2	100	200	-	-	
Woodville pl.....	88	59	43	26	22	62	.37	13	4	12	4	-	2	1	-	-	175	-	-	
	23,169	13,388	10,964	13,009	10,828	15,881	.49	10	3	10	4	419	32	474	363	9	26,841	311,250	12	185

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	No. of Female Teachers employed in Summer.						Excess above amt required by law.	Less than the amt required by law.										
Alton	5	4	-	\$25 00	3 14	1 60	369	34	-	2 49	464	227	-	691	588	103	-	16 25	
Argyle	4	1	-	20 67	3 10	2 22	279	51	-	3 24	303	129	52	484	441	43	-	7 50	
Bangor	80	80	2	125 00	5 38	3 03	-	-	-	-	25,000	8,684	1,417	35,101	35,101	-	-	1,060 00	
Bradford	15	4	1	23 50	3 12	1 69	1,200	32	-	2 40	1,570	778	138	2,486	2,278	208	-	86 75	
Bradley	5	4	-	40 00	4 00	2 50	700	37	-	2 48	71	476	49	1,237	1,129	108	-	25 00	
Brewer	15	13	1	67 50	7 18	2 60	2,600	64	-	2 96	3,355	1,436	58	4,849	4,885	-	36	151 25	
Burlington	7	1	-	28 00	4 09	2 00	429	-	-	2 02	447	321	257	1,025	1,033	-	8	25 00	
Carmel	12	4	-	24 25	3 28	1 35	976	-	-	2 35	1,062	640	96	1,798	1,681	117	-	65 00	
Carroll	6	2	-	27 25	3 20	1 66	500	-	-	2 14	539	377	71	1,007	935	72	-	20 00	
Charleston	10	4	-	29 00	3 35	1 70	890	2	-	2 34	1,093	624	79	1,796	1,693	103	-	55 00	
Chester	5	5	-	-	3 38	1 57	300	10	-	2 13	348	210	20	578	525	53	-	20 00	
Clifton	5	6	-	-	3 40	1 36	430	150	-	3 38	280	201	155	636	635	1	-	20 00	
Corina	18	8	2	27 50	3 25	1 75	1,273	71	-	2 89	1,375	711	-	2,086	1,852	234	-	96 25	
Corinth	15	6	-	27 75	3 14	1 75	1,066	-	-	2 78	1,205	649	95	1,949	1,865	84	-	60 00	
Dexter	16	16	2	100 00	5 00	2 00	3,000	950	-	2 32	2,693	1,307	156	4,156	3,834	322	-	-	
Dixmont	14	8	-	28 00	2 85	1 75	1,000	94	-	2 62	1,095	573	154	1,822	1,677	145	-	49 00	
Eddington	6	2	-	28 75	3 67	1 78	625	28	-	2 69	675	363	-	1,038	977	61	-	28 75	
Edinburg	1	-	-	-	3 00	2 00	50	14	-	3 00	50	32	15	97	97	-	-	3 00	
Enfield	7	2	4	20 00	3 00	2 00	450	59	-	2 41	488	323	55	866	791	75	-	22 75	
Etna	8	4	-	27 75	2 77	1 65	716	-	-	2 72	754	457	52	1,263	1,220	43	-	30 00	
Exeter	13	5	-	28 25	3 83	1 67	1,025	6	-	2 60	1,504	662	320	2,486	2,156	330	-	51 00	
Garland	11	7	-	33 33	3 32	1 78	1,065	96	-	3 01	1,209	580	93	1,882	1,762	120	-	59 50	
Glenburn	11	5	2	22 00	3 80	1 66	524	-	-	2 25	596	325	177	1,098	1,064	37	-	35 00	
Greenbush	16	-	-	31 00	3 60	1 71	525	-	-	20 1 93	568	400	20	988	979	9	-	25 00	
Greenfield	8	-	-	27 50	3 00	1 80	290	20	-	2 68	283	213	-	496	550	-	54	10 00	

Hampden	17	9	1	29 25	3 44	1 86	2,500	171	-	2 85	2,883	1,349	63	4,295	3,765	530	-	-	100 00
Heron	12	5	-	33 50	3 34	1 59	1,200	85	-	2 78	1,251	696	-	1,947	1,976	-	29	-	63 00
Holden	8	6	3	26 00	1 67	1 68	600	26	-	2 54	631	369	20	1,020	989	31	-	-	40 00
Howland	5	-	-	-	2 80	1 75	300	190	-	8 33	419	56	-	475	405	70	-	-	6 00
Hudson	6	1	-	29 33	3 14	2 00	530	3	-	2 36	855	343	111	1,309	1,299	10	-	-	35 00
Kenduskeag	5	4	-	48 00	3 09	1 75	600	80	-	3 64	621	274	63	958	907	51	-	-	27 00
Kingman	3	1	1	40 00	5 00	2 75	400	-	37	2 53	513	349	60	922	702	220	-	-	25 00
Lagrange	6	5	1	27 50	3 77	1 84	600	23	-	2 41	716	394	54	1,164	1,092	72	-	-	20 00
Lee	10	5	5	26 25	3 45	1 67	716	-	-	1 93	768	585	60	1,413	1,399	14	-	-	44 00
Levant	12	2	1	30 50	3 44	1 82	861	-	-	2 41	1,689	599	93	2,381	2,043	338	-	-	72 00
Lincoln	10	4	-	26 00	4 39	2 01	1,300	-	-	2 44	1,574	907	197	2,678	2,432	246	-	-	88 00
Lowell	5	5	-	-	3 70	1 80	400	54	-	2 63	461	252	-	713	635	78	-	-	13 50
Mattamiscotis	1	-	1	-	4 00	1 50	51	-	-	2 50	75	35	-	110	72	38	-	-	-
Mattawamkeag	6	-	3	29 60	4 50	2 42	365	-	-	2 30	370	260	132	762	742	20	-	-	18 00
Maxfield	6	1	-	-	2 50	1 35	125	-	-	2 50	150	63	68	281	260	21	-	-	10 60
Medway	7	6	-	35 00	5 00	2 50	500	-	-	2 24	800	295	90	1,185	1,047	138	-	-	50 00
Milford	6	3	-	34 00	3 75	2 50	667	80	-	3 40	2,513	293	-	2,806	1,216	1,596	-	-	40 00
Mt Chase	4	2	-	-	2 62	1 59	250	2	-	2 27	347	186	56	589	482	107	-	-	5 00
Newburg	10	4	-	26 75	3 08	1 66	1,000	154	-	3 13	1,168	525	-	1,693	1,442	251	-	-	39 25
Newport	11	8	1	30 00	3 50	2 25	1,161	-	-	2 87	1,397	657	193	2,247	2,108	139	-	-	79 25
Oldtown	15	12	1	42 00	4 22	2 44	2,456	-	260	2 04	2,522	1,656	61	4,239	3,912	327	-	-	150 00
Orono	10	6	1	33 00	7 50	2 50	2,000	204	-	2 71	2,245	1,104	56	3,405	3,259	146	-	-	65 00
Orrington	11	8	2	30 67	4 86	2 11	1,250	27	-	2 71	1,770	781	69	2,620	2,360	260	-	-	45 00
Passadumkeag	4	5	-	-	3 12	1 56	300	58	-	2 86	315	140	-	455	449	6	-	-	16 33
Patten	6	5	-	\$26 50	3 21	1 80	600	27	-	2 48	711	345	70	1,126	966	160	-	-	26 25
Plymouth	9	6	2	26 67	2 82	1 51	700	38	-	2 70	723	499	-	1,222	1,117	105	-	-	30 00
Prentiss	5	2	-	27 00	3 80	1 98	334	1	-	2 00	596	273	119	988	872	116	-	-	11 50
Springfield	7	4	2	27 75	3 34	1 55	800	98	-	2 27	856	562	75	1,493	1,399	94	-	-	53 00
Stetson	8	5	-	30 50	2 75	1 62	600	17	-	2 35	636	402	162	1,200	1,128	72	-	-	40 00
Venzie	3	2	-	60 00	4 33	3 16	500	2	-	2 45	568	323	-	891	958	-	67	-	40 00
Winn	7	3	6	33 33	3 65	1 92	720	2	-	2 21	774	493	50	1,317	1,322	-	5	-	34 25
Drew pl.	5	2	-	26 00	2 62	1 40	150	40	-	2 72	423	85	-	508	367	141	-	-	-
Lakeville pl.	2	2	-	-	3 90	1 86	109	-	-	1 95	461	90	-	551	399	152	-	-	9 00
No. 2, Grand Falls pl.	-	No	Returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stacyville pl.	4	2	-	20 00	2 50	2 00	200	53	-	2 53	200	121	-	321	321	-	-	-	1 50
Webster pl.	4	-	-	-	3 00	1 75	100	6	-	1 78	305	134	-	439	245	194	-	-	4 00
Woodville pl.	4	1	-	-	4 00	1 88	200	22	-	2 28	306	131	-	437	422	15	-	-	3 00
	551	311	43	32 76	3 58	1 90	42,427	2,227		317 2 65	80,300	36,324	5,451	122,073	114,254	8,620	199	-	3,345 83

PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 54 days per week.		Average length of Winter Schools of 54 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No. registered in Summer Schools.	Average number attending Summer Schools.					W.	P.	W.	P.	W.	P.									
Abbot	229	130	119	148	130	160	.55	7	2	10	8	8	2	8	8	-	-	\$2,200	-	3	
Atkinson	246	165	145	190	175	197	.65	10	12	10	10	1	10	10	10	-	-	3,500	-	2	
Blanchard	52	32	22	25	21	42	.41	14	15	1	-	1	1	1	1	-	-	1,100	-	-	
Brownville	346	202	197	161	100	243	.43	10	10	15	1	9	5	9	5	-	-	3,700	1	1	
Dover	545	318	293	376	304	461	.55	10	14	14	13	14	13	13	1	1	\$11,500	16,500	-	1	
Foxcroft	410	154	142	202	183	255	.40	10	3	12	8	8	8	6	6	-	-	4,500	-	1	
Guilford	291	201	187	230	212	240	.69	9	10	8	-	8	8	6	6	-	-	5,000	1	2	
Greenville	182	110	99	117	94	146	.53	12	4	13	4	4	4	2	2	-	-	2,200	-	1	
Kingsbury	94	56	41	67	51	74	.49	8	10	3	-	3	-	3	-	-	-	515	-	-	
Medford	161	150	128	140	122	160	.78	10	3	11	2	6	-	6	4	-	-	1,000	-	2	
Monson	330	128	108	153	126	178	.35	8	10	7	7	1	7	2	2	-	-	23,000	1	1	
Milo	320	229	194	209	176	229	.58	8	3	10	3	9	-	9	4	-	-	3,000	1	1	
Orneville	191	113	86	122	100	148	.61	7	4	11	9	7	7	4	-	-	1,800	-	1		
Parkman	320	182	150	223	186	260	.53	8	2	10	3	14	-	14	12	-	-	8,000	-	4	
Sangerville	338	193	147	214	187	229	.49	10	4	12	9	2	9	9	-	-	3,000	-	2		
Sebec	278	160	130	200	151	240	.51	9	10	9	1	9	9	9	-	-	3,000	-	4		
Shirley	85	51	44	88	61	89	.62	8	13	2	3	-	3	2	-	-	800	-	2		
Wellington	236	169	128	176	119	203	.52	8	3	12	9	1	7	6	-	-	1,625	-	3		
Williamsburg	71	43	34	53	42	58	.54	16	18	2	2	2	2	2	-	-	250	-	2		
Willimantic	103	61	33	71	59	71	.45	10	2	10	1	1	-	3	-	-	500	-	1		
	4,828	2,847	2,427	3,165	2,599	3,674	.53	9	5	11	3	135	11	141	105	1	11,500	87,190	4	40	

COMMON SCHOOLS.



PISCATAQUIS COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.										
Abbot	8	5	-	425 00	3 37 1 61	600	-	44	-	2 62	685	334	65	1,084	1,028	56	-	-	40 75
Atkinson	9	9	1	30 00	4 00 2 00	650	-	-	12	2 64	710	462	95	1,267	1,200	67	-	-	40 00
Blanchard	2	1	-	-	3 80 2 20	133	-	-	-	2 55	183	85	41	309	248	61	-	-	4 00
Brownville	7	8	-	37 50	3 17 1 97	800	-	83	-	2 31	800	424	6	1,230	1,225	-	5	-	64 00
Dover	15	9	-	27 00	3 00 2 50	1,600	-	250	-	2 94	1,559	830	84	2,473	2,478	-	-	-	93 00
Foxcroft	9	8	-	50 00	3 50 2 25	1,150	-	140	-	2 80	1,258	625	72	1,955	1,834	121	-	-	59 25
Guilford	8	7	-	30 00	3 11 1 80	900	-	195	-	3 09	787	447	-	1,234	1,191	43	-	40	35 00
Greenville	4	2	-	35 00	3 82 2 50	460	-	15	-	2 53	480	287	50	817	751	66	-	-	12 00
Kingsbury	3	3	-	-	3 50 1 62	158	-	-	-	1 68	169	142	-	311	301	10	-	-	10 00
Medford	6	2	-	22 00	2 79 1 58	320	-	2	-	1 99	389	238	17	644	647	-	3	-	25 00
Monson	7	7	-	76 00	3 12 1 87	660	-	-	2	2 00	631	377	51	1,059	994	65	-	-	35 00
Milo	10	10	-	37 50	3 60 1 60	750	-	3	-	2 35	1,048	518	79	1,645	1,430	215	-	-	41 25
Orneville	8	7	2	22 00	2 58 1 52	401	-	-	-	2 10	376	328	40	744	763	-	19	-	17 50
Parkman	14	10	-	24 00	2 87 1 54	804	-	-	-	2 51	977	542	-	1,519	1,405	114	-	-	45 00
Sangerville	9	7	3	30 50	3 00 1 70	837	-	-	-	2 48	975	518	52	1,545	1,346	199	-	-	15 00
Sebec	9	5	1	29 50	3 12 2 25	900	-	199	-	3 02	950	421	100	1,471	1,221	250	-	-	48 00
Shirley	3	1	-	25 50	2 58 1 98	200	-	-	2	2 35	164	146	146	456	456	-	-	-	9 00
Wellington	9	4	-	23 00	3 00 1 50	550	-	32	-	2 33	620	357	-	977	904	73	-	-	17 00
Williamsburg	2	-	-	26 00	3 50 2 47	200	-	12	-	2 82	247	120	-	367	350	17	-	-	9 00
Willimantic	4	2	1	28 00	2 58 1 90	234	-	-	-	2 27	201	162	-	363	351	12	-	8	9 75
	146	107	8	32,14	3 20 1 94	12,307		975	16	2 47	13,209	7,363	898	21,470	20,123	1,374	27	48	629 50

SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	♂.	♀.						♂.	♀.	♂.	♀.	♂.	♀.									
Arrowsic.....	61	50	45	36	29	54	.61	8	3	10	2	1	-	-	-	-	-	-	-	4,400	-	-
Bath.....	3,507	1,633	1,391	1,976	1,448	2,359	.40	11	5	19	2	1	-	-	15	14	-	-	-	24,250	5	6
Bowdoinham.....	456	270	220	273	243	282	.51	8	4	10	14	14	14	-	14	14	-	-	-	4,000	-	1
Bowdoin.....	378	254	197	263	208	270	.54	8	3	11	14	14	11	-	9	3	1	1	\$550	4,500	1	9
Georgetown.....	374	218	181	224	162	270	.46	9	9	9	10	9	3	-	9	3	-	-	-	2,500	-	3
Perkins.....	15	13	12	10	7	16	.63	8	17	17	1	1	1	-	1	1	-	-	-	500	-	-
Phippsburg.....	517	288	227	308	222	395	.43	9	2	10	3	13	9	-	13	9	-	-	-	2,000	1	5
Richmond.....	883	484	406	454	360	602	.43	9	9	9	11	13	12	-	13	12	-	-	-	6,750	1	2
Topsham.....	391	213	180	181	142	265	.41	10	1	11	5	1	11	-	11	11	-	-	-	7,250	1	9
West Bath.....	91	71	54	73	52	75	.58	10	10	10	4	-	4	-	4	2	-	-	-	1,500	-	-
Woolwich.....	387	207	177	248	211	285	.50	7	1	12	3	8	7	-	7	7	-	-	-	4,000	-	6
	7,060	3,701	3,090	4,046	3,114	4,873	.50	9	1	10	4	79	-	-	103	84	1	550	117,650	9	40	

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Excess above am't required by law.	Not less than 80 cts for each inhabitant.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	2	32	1	\$95 00	4 70	2 35	250	46	-	4 10	300	108	-	408	389	19	-	-	-	10 00
Bath	33	32	-	8 00	4 50	13,250	6,950	-	3 77	13,250	5,161	-	18,411	18,411	-	-	-	-	-	400 00
Bowdoinham	20	8	-	27 00	4 00	2 00	1,600	253	3 51	1,625	756	-	2,405	2,354	51	-	-	-	-	70 00
Bowdoin	14	5	-	24 25	3 78	1 45	1,080	171	2 86	1,257	608	-	1,865	1,701	164	-	-	250	-	43 25
Georgetown	9	10	-	33 33	4 57	2 94	950	86	2 54	1,395	581	16	1,992	1,653	339	-	-	-	-	92 25
Perkins	1	1	-	-	3 25	1 50	62	-	4 13	100	32	-	132	132	-	-	-	-	225	-
Phipsburg	12	8	1	27 50	4 00	3 50	1,300	102	2 51	1,414	813	-	2,227	2,111	116	-	-	-	-	62 50
Richmond	17	9	2	45 00	4 56	1 86	2,500	374	2 83	2,462	1,347	-	3,809	3,547	262	-	-	-	-	120 00
Topsham	10	10	-	42 00	5 27	2 34	1,500	265	3 83	2,328	619	33	2,980	2,704	276	-	-	-	-	174 50
West Bath	4	3	1	3 87	1 92	300	48	-	3 30	424	120	-	544	545	-	-	1	-	-	12 00
Woolwich	7	2	3	28 75	5 03	2 80	925	2	2 39	969	594	-	1,563	1,533	10	-	-	-	-	50 00
	129	90	9	40 35	4 64	2 47	23,717	8,299	-	3 25	25,524	10,739	73,36,336	35,100	1,237	1	475	1,036	50	

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 3½ days per week.			Average length of Winter Schools of 5½ days per week.			Number of districts in town.	Number of parts of districts in town.		Number of school houses in town.		Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	P.	T.	W.	P.	T.		W.	P.	W.	P.						
Anson.....	523	217	163	298	239	331	.38	7	2	12	1	18	1	19	6	-	-	-	-	-	\$6,000	-	3	
Athens.....	431	295	240	295	230	360	.55	8	11	13	3	13	3	13	7	-	-	-	-	-	3,500	-	2	
Bingham.....	226	103	77	181	145	178	.26	7	10	11	1	9	3	3	-	-	-	-	-	-	3,500	-	1	
Brighton.....	243	131	109	151	114	164	.46	8	10	4	9	8	7	4	-	-	-	-	-	-	1,000	-	4	
Cambridge.....	152	109	85	109	82	124	.55	8	11	4	5	1	5	3	-	-	-	-	-	-	400	-	4	
Canaan.....	498	253	185	252	212	334	.40	8	4	10	5	12	1	12	11	-	-	-	-	-	6,000	-	5	
Concord.....	158	85	63	96	80	136	.45	5	2	7	3	11	2	10	7	-	-	-	-	-	3,000	1	1	
Cornville.....	259	169	137	191	159	199	.59	9	10	3	1	-	12	10	-	-	-	-	-	-	3,000	-	3	
Detroit.....	214	156	135	161	143	174	.65	10	12	6	-	6	6	1	-	-	-	-	-	-	1,500	-	3	
Embden.....	236	127	120	159	130	181	.53	8	4	9	3	11	2	14	6	-	-	-	-	-	2,200	-	4	
Fairfield.....	920	503	419	568	484	574	.49	9	2	10	3	18	3	20	15	-	-	-	-	-	15,000	1	6	
Harmony.....	243	110	86	185	145	197	.48	8	12	3	11	-	11	3	-	-	-	-	-	-	2,000	-	1	
Hartland.....	381	150	123	199	172	218	.39	10	10	7	-	5	11	2	-	-	-	-	-	-	2,400	-	2	
Lexington.....	105	41	34	91	75	99	.52	6	4	8	2	7	1	7	2	-	-	-	-	-	609	-	1	
Madison.....	430	284	239	280	220	317	.53	8	5	9	4	20	3	18	12	-	-	-	-	-	\$3,400	-	2	
Mayfield.....	No.	Returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mercer.....	240	152	121	157	128	200	.52	8	10	10	-	2	10	2	-	-	-	-	-	-	1,650	1	7	
Moscow.....	207	105	83	131	86	144	.41	7	3	10	8	-	7	4	-	-	-	-	-	-	2,000	-	1	
New Portland.....	404	241	205	260	240	267	.55	8	9	2	17	1	15	5	-	-	-	-	-	-	3,500	-	5	
Norridgewock.....	468	322	251	242	194	374	.48	9	9	15	5	15	15	13	-	-	-	-	-	-	4,600	1	3	
Palmyra.....	354	223	187	252	201	274	.55	8	4	11	3	15	2	16	11	-	-	-	-	-	400	-	6	
Pittsfield.....	579	331	274	364	307	454	.50	14	3	13	1	11	4	11	6	-	-	-	-	-	500	1	5	
Ripley.....	162	87	73	102	84	109	.48	9	3	9	5	-	5	3	-	-	-	-	-	-	1,100	-	1	
St. Albans.....	437	230	187	388	312	394	.57	7	5	9	17	1	16	10	-	-	-	-	-	-	-	-	6	
Solon.....	325	156	132	212	170	250	.46	5	3	9	13	1	11	10	-	-	-	-	-	-	-	-	6	

Skowhegan .....	1,373	638	516	679	545	887	.40	7	2	9	19	25	23	26,000	1	4
Smithfield.....	174	112	95	113	81	130	.51	7	2	9	7	7	3	1,500	-	4
Starks.....	294	216	192	236	210	236	.68	7	1	8	3	14	8	3,500	-	6
Carratunk pl.....	76	49	40	63	54	74	.62	7	8	8	4	4	4	1,500	-	1
Dead River pl.....	30	21	20	18	16	24	.60	6	9	2	2	1	1	400	-	-
Dennistown pl.....	26	26	17	-	-	26	-	17	-	1	1	1	1	200	-	-
Flag Staff pl.....	30	36	32	21	18	36	.83	9	10	1	1	1	1	500	-	-
Highland pl.....	48	33	27	30	25	43	.54	6	7	3	3	3	1	200	-	-
Jackmantown pl.....	40	23	23	21	21	26	.55	12	10	1	1	1	1	300	-	-
Moose River pl.....	46	28	22	26	22	35	.48	12	10	1	1	1	1	700	-	-
No. 1, R. 2, W.K.R. pl..	39	30	25	-	-	30	-	8	-	4	1	3	-	-	-	-
The Forks pl.....	76	70	65	4	4	70	.45	12	12	4	-	3	2	800	-	1
West Forks pl.....	55	25	19	21	14	27	.30	10	10	2	1	1	1	500	-	-
	10,342	5,892	4,821	5,956	5,362	7,696	.50	8	4	10	345	47	344	206	5	98

SOMERSET COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers		No. of Teachers gradu- ates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teach- ers' board per week.	Amount of school money voted in 1883.	Not less than 80cts. for each inhabitant.		Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to pro- long public schools.	Amount paid for school supervision.
	employed in Summer	employed in Winter.						Excess above am't required by law.	Less than the am't required by law.									
Anson .....	15	16	-	\$26 67	3 30	1 49	1,394	150	-	2 66	1,870	808	2,678	2,366	312	-	-	70 00
Athens.....	13	11	-	23 50	3 74	1 50	1,048	-	-	2 43	1,166	703	2,015	1,995	20	-	-	55 00
Bingham .....	6	10	1	23 00	3 41	1 58	663	-	-	2 93	733	370	1,187	1,086	101	-	-	26 25
Brighton.....	8	2	-	26 00	2 50	1 25	470	2	-	1 94	552	386	938	787	551	-	-	26 00
Cambridge.....	5	1	-	26 00	3 54	1 34	377	-	1	2 48	419	244	693	678	15	-	-	17 25
Canaan .....	12	8	1	26 25	3 45	1 95	1,067	42	-	2 14	1,195	659	1,896	1,826	70	-	-	66 00
Concord .....	6	7	-	20 00	2 94	66	325	-	-	2 06	407	224	631	516	115	-	-	20 75

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Excess above amt't required by law.		Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No.	Returned.						Excess above amt't required by law.	Less than the amt't required by law.											
Cornville.....	12	9	1	\$30 00	2 95	1 46	746	-	-	2 88	850	424	101	1,375	1,241	134	-	-	95 25	
Detroit.....	6	4	-	27 00	3 21	1 92	530	-	-	2 47	778	342	75	1,195	1,041	154	-	-	26 50	
Embden.....	11	5	1	24 75	2 59	1 13	539	10	-	2 28	633	374	-	1,007	933	74	-	-	30 50	
Fairfield.....	19	16	8	31 00	4 29	2 12	3,500	1,065	-	3 80	3,389	1,469	43	4,901	4,782	119	-	-	179 00	
Harmony.....	11	10	-	24 00	3 35	1 35	705	-	-	2 90	1,116	393	100	1,609	1,312	297	-	-	25 00	
Hartland.....	10	8	-	20 00	3 00	2 00	850	-	15	2 23	979	597	-	1,576	1,584	-	8	-	55 00	
Lexington.....	3	6	1	22 00	3 05	1 07	258	-	-	2 46	265	168	-	433	424	9	-	-	8 50	
Madison.....	18	13	2	40 00	3 05	1 47	1,052	-	-	2 45	1,273	644	104	2,021	1,916	105	-	174	70 00	
Mayfield.....	No.	Returned.	s.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mercer.....	8	3	-	22 00	3 35	1 48	604	-	-	2 52	615	373	-	988	978	10	-	30	32 75	
Moscow.....	7	6	4	25 00	3 50	1 50	425	-	-	2 05	511	321	41	873	790	83	-	-	17 50	
New Portland.....	14	11	6	25 00	3 18	1 34	1,200	183	-	2 97	1,348	652	22	2,022	1,877	145	-	-	75 00	
Norridgewock.....	12	14	2	22 00	3 42	1 53	1,200	7	-	2 56	1,460	738	-	2,198	2,175	23	-	35	67 75	
Palmyra.....	15	9	2	25 00	2 87	1 40	1,017	-	-	2 85	1,270	578	78	1,926	1,721	205	-	-	66 50	
Pittsfield.....	14	10	3	30 50	4 20	1 93	1,530	3	-	2 64	2,162	922	-	3,084	2,779	305	-	-	105 00	
Ripley.....	5	4	-	21 00	3 80	1 45	440	-	-	2 71	534	262	32	828	733	95	-	-	18 00	
St. Albans.....	16	16	1	26 00	3 05	1 40	1,340	225	-	3 07	1,465	698	71	2,234	2,049	185	-	-	70 00	
Solon.....	12	6	1	30 00	2 95	1 45	801	-	92	47	860	517	80	1,457	1,425	32	-	-	26 75	
Skowhegan.....	26	25	4	44 75	4 45	2 46	3,700	612	-	2 82	4,176	2,059	-	6,235	5,784	451	-	-	141 50	
Smithfield.....	7	3	-	21 00	3 30	1 50	451	-	-	2 60	451	265	-	716	724	-	8	-	28 00	
Starks.....	14	9	2	25 00	2 75	1 75	743	-	-	2 53	781	503	-	1,284	1,272	12	-	125	61 75	
Carratunk pl.....	7	6	1	32 00	3 09	1 50	140	2	-	1 84	140	107	127	374	374	-	-	127	-	
Dead River pl.....	2	1	-	-	4 50	1 50	80	-	-	10 2 67	80	49	-	129	129	-	-	3	-	
Dennistown pl.....	2	-	-	-	4 00	1 62	47	-	-	11 1 81	46	47	2	95	95	-	-	-	-	2 00

Flag Staff pl.....	1	1	1	-	4	50	1	75	53	-	8	1	77	68	44	81	193	105	88	-	-	-		
Highland pl.....	3	3	-	-	2	50	1	40	97	-	-	2	02	97	69	-	166	166	-	-	-	5	00	
Jackmantown pl.....	1	1	-	-	3	78	2	00	53	-	23	1	32	53	60	-	113	115	-	2	-	-	-	
Moose River pl.....	1	1	-	-	4	50	2	00	83	-	1	1	80	93	60	8	161	161	-	-	-	4	50	
No. 1, R. 2, W.K.R. pl	3	1	-	-	3	00	1	25	102	-	-	2	60	155	53	-	208	160	48	-	-	3	00	
The Forks pl.....	4	-	-	14	00	3	00	2	00	125	-	34	1	64	125	115	-	240	240	-	-	-	-	
West Forks.....	1	1	2	-	3	50	2	00	68	-	7	6	24	127	226	-	353	131	222	-	65	-	3	00
	330	259	46	26	15	3	39	1	58	27,813	2,317	172	2	40	32,242	16,523	1267	50,032	46,470	3,580	18	559	1,499	00

WALDO COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
			Summer	Winter	Summer	Winter	W.	S.			W.	S.											
Belfast.....	1,527	977	845	942	782	1,011	.53	15	13	3	15	1	18	5	-	-	-	-	-	-	\$18,000	2	12
Belmont.....	157	98	80	118	91	125	.55	9	10	5	10	5	4	-	-	-	-	-	-	-	1,800	-	4
Brooks.....	270	220	185	190	134	250	.59	7	3	10	2	7	6	-	-	7	6	-	-	-	2,500	-	7
Burnham.....	333	262	201	272	212	287	.62	12	13	3	11	11	10	9	-	10	9	-	1	\$950	3,300	-	4
Frankfort.....	440	308	242	236	183	406	.48	8	3	11	2	8	8	5	-	8	5	-	-	-	4,000	-	3
Freedom.....	191	107	84	133	104	134	.49	9	4	9	5	8	1	9	8	4	6	-	-	-	1,800	-	6
Islesborough.....	398	207	172	242	195	305	.46	9	3	10	4	8	-	8	-	8	4	-	-	-	2,200	-	6
Jackson.....	221	162	136	192	164	189	.68	7	2	7	5	10	1	10	6	6	6	-	-	-	2,500	-	5
Knox.....	287	198	154	234	207	269	.64	9	3	10	2	9	2	9	4	4	4	-	-	-	2,500	-	8
Liberty.....	293	175	145	210	160	220	.52	9	2	11	3	9	3	9	7	7	7	-	-	-	3,500	-	4
Lincolnton.....	548	335	277	409	367	482	.59	10	4	10	4	17	-	17	14	14	14	-	-	-	9,000	1	12
Monroe.....	398	228	174	300	247	340	.53	8	10	4	13	2	13	8	-	8	8	-	-	-	4,000	-	6





WALDO COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools.		Average Wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1883.		Not less than \$0cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Excess above amount required by law.	Less than the amount required by law.												
Belfast	27	17	12	12	\$38 00	4 00	2 50	5,000	754	-	3 28	4,864	2,264	2,000	9,128	8,720	408	-	-	-	-	-	-	-	150 00	
Belmont	5	1	2	2	31 25	2 25	1 90	416	-	-	2 65	415	299	-	714	691	23	-	-	-	-	-	-	-	-	
Brooks	9	1	-	-	28 00	3 06	1 62	700	-	-	2 59	766	450	-	1,216	1,122	94	-	-	-	-	-	-	-	30 00	
Burnham	9	5	-	-	28 00	3 00	2 25	774	-	-	2 32	836	575	39	1,450	1,363	87	-	-	-	-	-	-	-	65 00	
Frankfort	10	6	-	-	28 67	3 75	2 50	926	-	-	2 10	1,124	639	-	1,763	1,689	74	-	-	-	-	-	-	-	35 00	
Freedom	9	1	-	-	23 00	2 53	1 62	522	-	-	2 73	636	331	-	967	908	59	-	-	-	-	-	-	-	21 00	
Islesborough	8	2	1	1	31 00	4 50	2 62	966	-	-	2 41	1,028	621	-	1,649	1,516	133	-	-	-	-	-	-	-	15 00	
Jackson	9	2	-	-	28 50	2 48	1 50	566	20	-	2 56	590	354	1	944	926	18	-	-	-	-	-	10	-	43 25	
Knox	9	1	-	-	27 00	2 25	1 25	700	18	-	2 44	863	482	-	1,345	1,214	131	-	-	-	-	-	-	-	28 50	
Liberty	9	5	1	1	28 33	3 58	1 75	776	-	-	2 65	859	523	-	1,382	1,362	20	-	-	-	-	-	-	-	54 00	
Lincolnton	16	5	1	1	25 00	3 18	1 92	1,382	18	-	2 52	1,386	892	100	2,378	2,364	14	-	-	-	-	-	50	-	42 00	
Monroe	13	7	4	3	30 50	3 25	1 60	1,200	107	-	2 99	1,234	639	-	1,873	1,802	71	-	-	-	-	-	-	-	35 00	
Montville	14	2	2	2	20 00	2 65	1 57	1,015	11	-	2 18	1,174	737	-	1,911	1,767	144	-	-	-	-	-	-	-	57 00	
Morrill	5	1	2	2	30 00	3 00	2 00	393	-	-	2 06	460	261	-	721	648	73	-	-	-	-	-	-	-	13 00	
Northport	8	4	-	-	24 50	2 79	1 84	698	-	-	2 85	756	379	-	1,135	1,110	25	-	-	-	-	-	-	-	26 00	
Palermo	11	2	-	-	23 00	3 00	1 43	894	-	-	2 54	974	614	-	1,588	1,542	46	-	-	-	-	-	-	-	40 00	
Prospect	7	3	-	-	32 00	2 83	1 92	616	-	-	2 42	745	401	41	1,187	1,115	72	-	-	-	-	-	-	-	18 00	
Searsmont	13	2	-	-	25 33	2 75	1 72	1,064	-	-	2 47	1,185	709	-	1,894	1,703	191	-	-	-	-	-	-	-	33 00	
Searsport	26	7	2	2	41 00	4 00	2 25	2,500	642	-	4 09	2,769	1,073	-	3,842	3,602	240	-	-	-	-	-	-	-	103 00	
Stockton	14	4	3	3	32 67	3 44	2 31	1,237	-	1	2 92	1,610	676	17	2,303	2,177	126	-	-	-	-	-	-	-	51 00	
Swanville	6	6	-	-	30 33	2 79	1 60	575	13	-	2 20	939	400	-	1,339	1,092	247	-	-	-	-	-	-	-	21 00	
Thorndike	9	6	-	-	26 00	2 70	1 46	618	48	-	2 78	649	332	30	1,011	894	117	-	-	-	-	-	-	-	-	
Troy	12	6	-	-	24 50	2 83	1 43	850	3	-	2 67	1,064	527	49	1,640	1,584	56	-	-	-	-	-	-	-	26 00	
Unity	11	6	-	-	24 33	2 86	1 75	880	6	-	2 74	942	528	-	1,470	1,412	58	-	-	-	-	-	-	-	36 00	

WALDO COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
Waldo.....	6	-	1	\$30 00	3 00	1 85	532	2	-	1 88	674	444	-	1,119	1,013	106	-	-	-	-
Winterport.....	22	12	4	25 50	4 06	2 00	2,200	192	-	2 79	2,407	1,251	-	3,658	3,541	117	-	-	-	100 00
	297	107	37	28 32	3 10	1 85	27,992	1,834	-	3 2 61	30,949	16,401	2,277	49,627	46,877	2,750	-	-	60	1,042 75

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.	Average length of Winter Schools of 5 1/2 days per week.	Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
Addison.....	399	256	215	265	238	335	5.6	7 4 9	5	12	1	12	8	-	\$400	\$3,700	1	3
Alexander.....	191	82	64	69	53	115	3.1	14 4 13	3	3	3	4	2	1	-	1,500	1	4
Baileyville.....	151	108	87	25	22	113	3.6	9 4 10	3	5	1	6	2	-	-	1,200	1	1

Baring.....	117	70	50	77	65	104	.49	14	14	1	1	1	1	-	-	2,000	-	1	
Beddington.....	46	35	29	26	23	41	.57	9	4	8	1	-	2	2	-	1,100	-	2	
Brookton.....	130	65	49	85	73	93	.47	10	20	2	-	2	2	-	1	2,500	1	1	
Calais.....	2,469	1,432	1,275	1,565	1,305	1,588	.52	18	18	1	-	17	12	-	500	70,000	4	5	
Centerville.....	56	29	27	36	32	44	.52	7	11	1	1	2	1	-	-	1,200	2	1	
Charlotte.....	195	154	148	81	64	164	.54	10	12	3	-	5	4	-	-	1,350	2	2	
Cherryfield.....	671	531	417	184	165	542	.43	24	5	9	3	8	-	10	6	11,650	1	1	
Columbia.....	235	171	137	158	124	175	.55	13	3	12	2	8	-	6	4	1,000	2	3	
Columbia Falls.....	278	168	146	138	123	199	.48	13	5	9	5	3	-	4	3	4,000	2	5	
Cooper.....	141	45	36	103	89	103	.44	6	5	11	2	5	-	5	3	1,300	-	5	
Crawford.....	78	50	43	66	46	73	.57	14	10	2	-	2	2	-	-	1,200	1	2	
Cutler.....	329	318	266	193	170	318	.66	10	2	9	-	8	7	-	-	3,000	-	6	
Danforth.....	242	173	131	192	146	223	.57	10	1	10	5	5	5	-	-	3,750	1	5	
Deblois.....	41	25	24	29	17	31	.50	10	10	1	-	1	1	-	-	400	1	1	
Dennysville.....	230	119	108	118	88	145	.43	9	2	23	1	-	2	2	-	4,000	1	2	
East Machias.....	640	373	346	253	211	404	.36	10	9	8	-	10	7	-	-	6,000	1	3	
Eastport.....	1,435	821	508	801	521	940	.36	10	10	1	-	6	6	-	-	12,000	2	2	
Eaton.....	151	78	57	59	46	79	.34	13	10	3	-	3	3	-	-	1,460	1	1	
Edmunds.....	163	112	93	105	86	117	.54	8	4	12	4	-	4	4	-	1,000	-	1	
Harrington.....	424	264	230	279	222	324	.53	11	2	12	10	1	8	8	1	340	3,500	1	5
Jonesborough.....	220	165	132	35	30	175	.37	8	3	9	1	-	6	4	2	850	1,370	1	1
Jonesport.....	717	453	367	423	351	524	.50	8	5	8	2	14	-	10	7	5,500	2	5	
Kossuth.....	47	35	25	30	20	40	.48	10	12	2	2	1	2	2	-	200	-	2	
Lubec.....	732	399	279	441	392	538	.39	9	4	13	3	14	-	14	13	3,000	1	11	
Machias.....	947	584	523	566	521	759	.55	9	1	10	1	-	9	9	-	18,000	2	2	
Machiasport.....	568	284	226	275	243	485	.41	9	2	10	1	8	3	8	4	6,000	-	6	
Marion.....	52	40	29	25	15	43	.42	11	8	4	-	4	3	3	-	500	-	1	
Marshfield.....	122	95	85	99	93	108	.73	7	2	13	3	2	-	2	2	475	-	2	
Meddybemps.....	73	-	-	55	51	51	-	-	12	2	2	-	2	2	-	500	-	1	
Milbride.....	660	336	288	365	314	501	.46	9	11	10	3	9	7	-	-	5,000	-	4	
Northfield.....	77	65	52	73	66	69	.77	8	8	3	-	3	1	-	-	500	-	2	
Pembroke.....	899	555	463	542	456	630	.51	12	14	16	-	12	9	-	1	300	800	2	5
Perry.....	414	252	144	230	187	278	.40	10	4	13	2	11	-	11	10	1,200	-	4	
Princeton.....	415	192	155	180	177	258	.40	14	2	9	3	4	-	5	5	900	3,450	2	4
Robbinston.....	364	147	109	195	159	200	.37	9	16	5	6	-	6	5	-	2,000	-	5	
Stauben.....	391	232	182	278	227	296	.52	9	9	3	12	1	11	6	-	3,200	-	3	
Talmadge.....	48	46	45	-	-	46	-	10	2	-	2	-	2	2	-	1,100	-	-	
Topsfield.....	176	95	70	72	61	125	.37	10	10	4	-	4	-	-	-	600	-	3	
Trescott.....	227	144	122	110	94	157	.48	7	1	6	4	9	-	9	4	1,000	2	6	

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 year . . .		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
	w.	d.							w.	d.											
Vanceboro . . . . .	196	107	81	83	72	130	.39	15	15	1	1	1	1	1	1	-	-	\$485	-	-	
Waite . . . . .	81	50	44	-	-	50	-	9	11	3	3	3	3	1	1	1	\$325	3,600	-	1	
Wesley . . . . .	105	77	58	97	89	97	.70	10	9	4	1	4	4	4	4	-	-	2,500	4	4	
Whiting. . . . .	167	115	96	98	81	123	.53	9	10	6	4	5	5	4	4	-	-	2,000	2	2	
Whitneyville. . . . .	171	119	93	121	92	134	.54	17	10	2	2	2	2	2	2	-	-	2,500	-	1	
Codyville pl. . . . .	31	17	10	27	18	29	.45	12	10	1	1	1	1	1	1	-	-	600	-	-	
No. 14 pl. . . . .	65	47	39	40	31	49	.54	8	8	3	3	3	3	2	2	-	-	700	3	2	
No. 18 pl. . . . .	15	13	9	-	-	13	-	14	-	1	1	1	1	1	1	-	-	150	-	-	
No. 21 pl. . . . .	37	27	20	21	17	37	.50	8	8	2	2	2	2	2	2	-	-	300	-	1	
	16,829	10,170	8,232	9,388	7,786	12,215	.49	10	5	11	4	246	18	275	205	9	3,915	205,980	47	140	

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1888.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Excess above am't required by law.	Less than the am't required by law.																		
Addison.....	12	13	-	-	\$24 00	4 15	1 87	992	-	2	2 48	1,078	656	-	1,734	1,651	83	-	-	40 00
Alexander.....	3	-	-	-	33 33	3 17	1 78	351	-	-	1 84	420	306	118	844	677	167	-	-	39 75
Baileyville.....	8	-	-	-	21 50	2 98	1 74	303	-	2	2 01	405	255	-	660	575	85	-	-	15 00
Baring.....	2	1	-	-	48 00	4 50	2 50	250	-	8	2 14	343	195	-	538	554	-	16	-	18 00
Beddington.....	3	-	2	-	31 50	4 83	2 15	163	60	-	3 54	236	80	64	380	369	11	-	-	7 50
Brookton.....	1	1	-	-	27 25	4 00	3 00	400	132	-	3 08	300	194	137	631	590	35	-	20	-
Calais.....	23	22	5	-	80 00	7 50	2 75	6,000	1,062	-	2 83	5,800	3,888	-	9,688	9,688	-	-	-	400 00
Centerville.....	-	-	-	-	35 00	-	2 25	135	25	-	2 41	135	87	40	262	285	-	23	-	5 00
Charlotte.....	4	-	-	-	21 50	3 68	2 00	400	25	-	2 03	466	379	-	845	780	65	-	-	20 00
Cherryfield.....	12	3	-	1	67 00	5 69	3 25	1,400	-	34	2 09	1,420	1,062	27	2,509	2,467	42	-	-	100 00
Columbia.....	7	4	-	-	21 50	3 87	1 49	550	36	-	2 34	614	394	100	1,108	1,047	61	-	-	20 00
Columbia Falls.....	2	-	-	-	31 00	4 66	2 71	560	12	-	2 01	574	421	60	1,055	1,036	19	-	-	25 00
Cooper.....	3	-	-	-	28 33	3 75	1 92	400	123	-	2 84	320	214	228	762	714	48	-	-	14 00
Crawford.....	2	-	-	-	27 00	3 18	1 72	200	35	-	2 56	175	150	-	325	355	-	30	-	8 00
Cutler.....	9	-	1	30	30 00	4 00	2 25	750	87	-	2 28	879	518	-	1,397	1,312	85	-	35	20 00
Danforth.....	5	-	-	1	28 00	3 30	2 50	600	110	-	2 48	356	381	164	901	899	2	-	-	18 00
Deblois.....	-	-	-	-	1 28 00	-	2 00	112	16	-	2 73	120	66	26	212	210	2	-	-	5 00
Dennysville.....	2	1	2	-	37 50	5 50	3 67	418	-	-	1 82	508	379	-	887	787	100	-	-	24 00
East Machias.....	12	4	2	-	45 00	6 50	2 75	1,500	-	-	2 34	1,936	1,094	-	3,030	2,737	293	-	-	65 00
Eastport.....	12	12	1	75	00	6 00	3 00	3,450	245	-	2 40	3,885	2,573	-	6,458	5,988	470	-	-	250 00
Eaton.....	2	1	1	-	24 00	4 25	2 25	244	-	7	1 62	249	208	50	507	580	-	73	-	10 00
Edmunds.....	4	3	-	-	34 00	5 80	2 15	357	-	-	2 19	359	242	133	734	708	26	-	-	12 00
Harrington.....	8	4	1	30	50	3 75	1 94	1,050	18	-	2 47	1,154	712	-	1,866	1,605	261	-	-	30 00
Jonesborough.....	8	-	-	-	27 50	3 08	2 05	475	31	-	2 16	431	331	-	762	673	89	-	-	28 00
Jonesport.....	8	9	2	35	67	4 93	2 63	1,250	-	-	1 74	1,430	1,123	-	2,553	2,333	220	-	-	10 00

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1883.		Not less than 80cts. for each inhabitant.		Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No.		No.		No.		\$		\$		\$		Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.										
Kossuth.....	3	-	-	-	-	-	26 00	2 50	2 25	152	-	54	3	23	152	74	126	352	348	4	-	-	-	10 00	
Lubeo.....	13	4	2	30	67	3 70	2 43	1,800	113	-	113	-	2	46	2,045	1,183	17	3,245	3,194	51	-	-	-	25 00	
Machias.....	13	13	4	80	00	6 58	2 73	2,175	413	-	413	-	2	29	2,845	1,655	54	4,554	4,389	165	-	-	-	100 00	
Machiasport.....	8	-	-	33	00	4 42	2 68	1,250	24	-	24	-	2	20	1,497	909	-	2,406	2,181	225	-	-	-	25 00	
Marion.....	3	-	-	25	00	2 32	1 62	145	-	-	145	-	1	79	184	120	13	317	239	78	-	-	-	14 00	
Marshfield.....	3	1	1	40	00	4 00	3 00	281	41	-	41	-	2	30	294	206	-	500	462	38	-	-	-	7 50	
Maddybemps.....	-	-	-	35	00	-	2 00	160	22	-	22	-	2	20	156	98	-	254	268	-	-	14	-	7 00	
Milbridge.....	11	-	3	42	50	4 25	3 00	1,442	40	-	40	-	2	18	1,455	1,001	-	2,456	2,460	-	-	-	-	50 00	
Northfield.....	3	-	-	25	00	3 00	2 00	200	46	-	46	-	2	60	242	113	18	373	303	70	-	-	-	6 50	
Pembroke.....	14	6	1	41	50	3 64	1 87	1,859	-	-	-	-	2	06	1,867	1,418	196	3,481	3,082	399	-	-	-	75 00	
Perry.....	11	5	3	30	00	3 10	2 00	830	-	-	-	-	8	00	834	709	128	1,671	1,587	84	-	-	-	60 00	
Princeton.....	5	2	-	31	50	3 50	2 37	850	20	-	20	-	2	05	1,317	605	-	1,922	1,481	441	-	-	-	25 00	
Robbinston.....	6	1	7	33	50	4 14	2 36	745	17	-	17	-	2	03	955	455	123	1,533	1,410	93	-	-	-	25 00	
Steuben.....	12	8	-	32	75	3 57	1 75	932	-	-	-	-	2	38	975	613	36	1,624	1,561	63	-	-	-	35 00	
Talmadge.....	3	-	-	25	00	3 25	2 00	125	35	-	35	-	2	60	289	69	129	487	189	298	-	125	-	3 50	
Topfield.....	4	-	-	30	00	4 50	1 35	380	28	-	28	-	2	16	617	249	150	1,016	956	60	-	-	-	37 00	
Trescott.....	7	1	2	27	50	3 34	1 81	442	-	-	-	-	1	94	488	367	-	855	810	45	-	-	-	20 00	
Vanceboro.....	3	2	1	4	33 28	4 33	2 83	400	95	-	95	-	2	04	776	282	184	1,242	753	489	-	-	4 00	14 00	
Waite.....	3	-	1	24	00	2 75	2 00	150	-	-	-	-	13	85	171	126	125	422	380	42	-	-	-	5 00	
Wesley.....	-	-	-	24	66	-	1 58	226	46	-	46	-	2	15	371	167	78	616	557	59	-	-	-	9 00	
Whiting.....	6	3	-	27	50	3 58	2 17	350	10	-	10	-	2	09	432	254	146	832	728	104	-	-	-	20 00	
Whitneyville.....	3	1	2	49	00	5 60	3 12	400	6	-	6	-	2	34	411	276	-	687	691	-	-	4	-	20 00	
Codyville pl.....	1	1	-	-	-	3 75	1 50	100	37	-	37	-	3	23	220	36	-	256	118	138	-	-	-	4 00	
No. 14 pl.....	-	-	-	22	75	-	2 45	140	9	-	9	-	2	15	146	113	145	404	400	4	-	-	-	8 00	

No. 18 pl .....	1	-	-	-	5 50	2 50	32	-	2 13	48	70	61	179	124	55	-	-	3 00	
No. 21 pl .....	4	-	-	20 00	2 81	1 84	100	13	2 70	115	68	-	183	222	-	39	-	1 00	
	293	136	49	34 55	3 90	2 26	37,976	3,098	63	2 33	42,495	27,144	2,876	72,515	67,549	5,169	203	135	1,793 75

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Acton.....	298	154	126	217	178	233	.51	7	5	11	4	14	-	14	9	-	\$3,000	1	3	
Alfred.....	332	193	166	219	173	252	.51	19	2	13	-	7	-	7	7	-	6,700	1	2	
Berwick.....	629	378	332	341	283	518	.49	10	5	8	4	12	-	15	14	-	17,500	2	4	
Biddeford.....	4,062	1,518	1,237	1,478	1,027	1,929	.28	9	13	12	-	12	-	22	14	-	55,000	4	6	
Buxton.....	636	375	301	419	345	441	.51	10	11	16	1	16	1	16	12	-	6,000	2	10	
Cornish.....	352	237	200	260	210	270	.58	8	9	8	2	8	2	8	3	-	2,500	1	2	
Dayton.....	173	89	75	102	86	117	.47	10	12	2	6	2	4	2	-	-	1,600	-	2	
Eliot.....	455	265	202	303	241	383	.49	12	14	8	-	8	-	8	6	-	9,000	2	8	
Hollis.....	431	230	180	375	318	358	.58	9	13	2	14	-	14	12	-	-	6,400	1	11	
Kennebunk.....	842	510	431	394	297	556	.43	9	2	10	3	12	-	12	11	-	12,000	2	3	
Kennebunkport.....	715	388	327	539	456	539	.55	8	4	11	12	12	1	12	12	-	9,000	1	4	
Kittery.....	924	524	442	515	417	553	.46	11	13	10	-	10	-	11	8	-	15,900	2	7	
Lebanon.....	480	305	239	289	222	336	.48	7	10	20	1	19	1	14	14	-	4,500	-	5	
Limerick.....	331	185	160	213	182	233	.52	9	2	12	2	10	-	10	6	-	4,000	-	3	
Limington.....	430	241	189	288	226	320	.48	7	5	9	2	15	-	16	8	-	3,500	-	11	
Lyman.....	296	163	146	193	155	199	.51	9	1	12	4	10	1	9	7	2	4,000	-	5	
Newfield.....	256	178	145	155	125	190	.53	11	3	10	7	7	-	7	7	-	5,000	-	4	

YORK COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	W.	S.							W.	S.											
North Berwick . . . . .	560	342	290	285	240	480	.47	12	1	12	1	16	16	-	16	2	\$900	\$9,000	-	2	3
Old Orchard . . . . .	144	-	-	73	65	73	-	-	-	12	-	1	1	-	1	-	-	4,000	-	-	1
Parsonfield . . . . .	493	152	138	238	206	266	.35	13	13	16	5	16	13	-	13	-	-	7,500	-	-	6
Saco . . . . .	1,858	1,043	868	988	824	1,209	.46	15	12	8	-	15	14	-	14	-	-	36,000	-	4	7
Shapleigh . . . . .	349	199	149	188	151	247	.43	15	9	1	10	9	9	-	9	-	-	5,400	-	4	3
Sanford . . . . .	979	442	378	420	364	525	.37	10	10	15	3	17	17	-	17	-	-	12,000	-	2	6
South Berwick . . . . .	1,071	439	361	419	376	557	.35	10	10	3	14	2	14	10	10	-	-	8,000	-	4	4
Waterborough . . . . .	418	215	171	279	226	314	.47	7	4	10	3	13	11	13	11	-	-	8,000	-	-	6
Wells . . . . .	823	411	332	469	369	543	.42	9	10	10	17	17	11	17	11	-	-	6,000	-	-	11
York . . . . .	795	395	305	459	361	500	.42	11	4	11	14	14	14	-	14	-	-	6,800	1	-	11
	19,132	9,571	7,890	9,818	8,105	12,041	.47	10	3	11	4	302	21	336	268	4	2,013	268,300	32	148	



YORK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882 to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.										
Acton.....	6	9	1	522 00	3 75	2 04	840	-	-	2 80	858	494	-	1,352	1,292	60	-	30 00	
Alfred.....	8	7	2	50 00	4 63	2 17	1,150	269	-	3 76	1,291	512	-	1,803	1,687	116	-	60 00	
Berwick.....	20	8	2	33 50	4 25	2 15	2,500	281	-	3 97	3,077	1,024	-	4,101	3,458	643	-	135 00	
Biddeford.....	41	32	-	58 00	7 00	3 50	15,000	4,878	-	3 69	12,946	6,636	-	19,582	23,405	-	3,823	1,300 00	
Buxton.....	14	4	10	26 50	4 60	2 35	2,100	216	-	3 30	2,915	1,027	-	3,942	2,692	1,250	-	100 00	
Cornish.....	7	6	3	26 00	4 50	2 50	934	-	1	2 65	1,135	575	54	1,764	1,733	31	-	45 50	
Dayton.....	4	2	-	25 00	3 50	2 50	500	26	-	2 89	488	282	10	780	760	20	-	12 00	
Elliot.....	9	1	1	40 00	4 50	3 25	1,800	488	-	3 95	1,834	761	-	2,595	2,468	127	-	60 00	
Hollis.....	13	4	5	30 25	3 78	1 84	1,250	16	-	2 90	1,407	696	100	2,203	2,049	154	-	35 00	
Kennebunk.....	15	16	-	82 00	7 00	2 50	2,600	318	-	3 09	3,196	1,273	-	4,469	4,052	418	-	175 00	
Kennebunkport.....	11	9	1	36 00	5 50	3 00	2,000	76	-	2 80	2,290	1,122	-	3,412	3,213	199	-	81 00	
Kittery.....	12	7	1	42 75	6 70	3 00	2,700	116	-	2 92	2,758	1,550	-	4,308	4,306	2	-	56 50	
Lebanon.....	17	12	2	28 00	4 25	2 00	1,285	-	4	2 68	1,319	804	-	2,123	2,064	59	-	98 00	
Limerick.....	8	8	-	25 33	4 18	1 88	1,002	1	-	3 03	1,114	532	-	1,646	1,460	186	-	57 50	
Limington.....	15	2	-	24 50	2 95	1 86	1,200	55	-	2 80	1,963	663	-	2,626	2,164	462	-	54 00	
Lyman.....	10	5	2	28 50	4 07	2 15	803	-	-	2 71	1,360	476	-	1,836	1,695	141	-	49 25	
Newfield.....	6	2	2	31 00	4 20	2 25	797	1	-	3 11	831	412	-	1,243	1,199	.44	-	50 00	
North Berwick.....	12	11	-	50 00	3 20	2 00	1,500	59	-	2 70	1,701	967	97	2,765	2,984	-	219	70 50	
Old Orchard.....	1	-	-	50 00	8 00	4 00	500	100	-	3 49	-	-	-	-	-	-	-	-	
Parsonsfield.....	16	10	2	21 00	4 00	2 00	1,300	10	-	2 64	2,004	717	60	2,781	2,025	755	-	98 00	
Saco.....	24	20	2	45 00	4 40	3 00	8,000	2,883	-	4 31	8,629	3,181	527	12,337	11,386	951	-	250 00	
Shapleigh.....	8	1	1	24 50	3 64	2 25	902	-	-	2 58	1,103	559	53	1,715	1,448	267	-	61 50	
Sanford.....	19	18	2	60 00	6 50	2 50	2,200	13	-	2 24	2,450	1,486	47	3,983	3,789	144	-	94 00	
South Berwick.....	12	12	-	39 50	7 62	2 75	2,650	608	-	2 47	3,390	1,628	-	5,018	4,212	806	-	50 00	
Waterborough.....	11	6	3	26 50	3 61	1 80	1,186	-	-	2 83	2,393	655	-	3,048	2,138	910	-	50 00	

YORK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to prolong public schools.	Amount paid for school supervision.
Wells.....	16	6	-	\$43 75	6 73	2 62	2,500	540	-	3 04	2,576	1,262	-	3,838	3,701	137	-	-	117 50
York.....	14	3	-	32 00	5 06	3 75	1,970	-	-	2 48	1,970	1,214	-	3,184	3,140	44	-	-	115 00
	349	221	42	38 50	5 04	2 60	61,169	10,957	-	13 19	66,998	30,508	948	98,454	94,520	7,976	4,042	-	3,048 50

SUMMARY.

COUNTIES.	No of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance to whole number.				Number of districts in county.	Number of parts of districts.	Number of school houses in county.	Number in good condition.	
							Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week						
	w.	d.					w.	d.	w.	d.					
Androscoggin.....	14,430	6,322	5,211	7,021	5,609	7,707	.37	10	4	11	5	113	18	198	159
Aroostook.....	16,702	8,691	6,435	6,792	6,211	10,533	.38	12	1	11		334	17	308	163
Cumberland.....	28,325	14,220	11,673	15,002	12,264	18,075	.42	10	5	12		287	14	337	277
Franklin.....	5,602	3,561	2,927	3,753	3,115	4,449	.54	9	1	9	5	207	23	197	123
Hancock.....	13,119	7,671	6,314	7,898	6,411	9,606	.49	9	2	10	4	266	17	268	198
Kennebec.....	15,403	8,489	6,963	9,139	7,557	10,500	.47	9	4	10	5	292	15	352	210
Knox.....	10,091	6,937	5,754	6,436	5,460	7,947	.56	11	1	11	2	143	13	164	123
Lincoln.....	8,104	4,629	3,891	4,959	4,205	5,942	.50	9	1	10	2	186	5	185	112
Oxford.....	9,927	5,575	4,697	6,251	5,190	7,294	.50	8	4	10	4	355	32	314	243
Penobscot.....	23,169	13,388	10,964	13,009	10,829	15,881	.47	10	3	10	4	419	32	474	363
Piscataquis.....	4,828	2,847	2,427	3,165	2,599	3,674	.52	9	5	11	3	135	11	141	105
Sagadahoc.....	7,060	3,701	3,090	4,046	3,114	4,873	.44	9	1	10	4	79	-	103	84
Somerset.....	10,342	5,892	4,821	5,956	5,362	7,696	.49	8	4	10		345	47	344	206
Waldo.....	10,231	6,336	5,161	6,750	5,534	8,080	.52	9	3	10	2	260	31	266	183
Washington.....	16,829	10,170	8,232	9,388	7,786	12,215	.48	10	5	11	4	246	18	275	205
York.....	19,132	9,571	7,890	9,818	8,105	12,041	.42	10	3	11	4	302	21	336	268
	213,294	118,000	96,450	119,383	99,350	146,513	.47	10		11		3,969	321	4,292	3,022

SUMMARY—CONTINUED.

COUNTIES.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1883.	Not less than 80 cts. for each inhabitant.	
									Excess above am't required by law.	Less than the am't required by law.						
Androscoggin.....	1	\$2,500	307,500	16	75	252	192	28	33 21	4 42	2 11	47,037	11,004	-		
Aroostook.....	20	5,298	88,301	30	111	347	163	20	22 74	3 64	1 60	27,355	803	207		
Cumberland.....	4	5,164	522,490	31	155	465	323	98	36 23	4 41	2 31	143,043	73,932	-		
Franklin.....	2	635	71,500	5	88	193	103	38	22 00	2 98	1 62	15,518	1,200	10		
Hancock.....	1	500	155,525	8	148	287	137	33	32 08	3 75	2 01	30,771	930	393		
Kennebec.....	2	3,629	250,265	13	119	370	263	47	32 77	4 07	1 94	44,776	3,560	558		
Knox.....	2	1,044	130,930	15	96	183	106	40	38 00	4 00	2 30	29,271	3,624	586		
Lincoln.....	4	2,100	90,900	13	113	195	86	22	31 17	4 06	2 42	21,286	1,547	17		
Oxford.....	4	4,225	116,700	9	155	324	184	41	24 08	3 29	1 63	28,477	2,605	6		
Penobscot.....	9	26,841	311,250	12	185	551	311	43	32 76	3 58	1 90	42,427	2,227	317		
Piscataquis.....	1	11,500	87,190	4	40	146	107	8	32 14	3 20	1 91	12,307	975	16		
Sagadahoc.....	1	550	117,650	9	40	129	90	9	40 35	4 64	2 47	23,717	8,299	-		
Somerset.....	5	4,300	125,150	6	98	330	259	46	26 15	3 39	1 58	27,813	2,317	172		
Waldo.....	2	1,450	121,325	7	157	297	107	37	28 32	3 10	1 85	27,992	1,834	3		
Washington.....	9	3,915	205,980	47	140	293	136	49	34 55	3 90	2 26	37,976	3,098	63		
York.....	4	2,013	268,300	32	148	349	221	42	38 50	5 04	2 60	61,169	10,957	1		
	71	75,664	2,970,956	257	1,868	4,711	2,788	601	31 87½	3 84	2 03	620,935	128,912	2,349		

SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1882, to April 1, 1883.	Amount available from State Treasury from April 1, 1882, to April 1, 1883.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1882, to April 1, 1883.	Balance unexpended April 1, 1883.	Balance over-expended April 1, 1883.	Amount raised to pro-long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Androscoggin.....	\$2 39	47,937	23,115	449	71,501	69,360	2,358	217	-	3,574 00
Aroostook.....	2 34	32,667	25,840	3,802	62,309	51,963	10,439	93	-	1,357 75
Cumberland.....	3 33	137,223	45,042	2,420	184,685	169,371	15,788	474	-	4,642 75
Franklin.....	2 68	18,046	8,735	733	27,614	24,609	2,930	25	-	906 75
Hancock.....	2 38	37,384	20,982	969	59,335	53,211	6,124	-	-	1,507 25
Kennebec.....	3 05	55,888	24,579	8,687	89,154	81,958	7,286	90	-	2,590 25
Knox.....	2 88	28,504	16,322	1,028	45,854	45,519	2,140	1,805	-	1,122 50
Lincoln.....	2 59	25,082	12,808	-	37,890	35,005	2,885	-	-	1,009 50
Oxford.....	2 82	32,395	16,193	1,676	50,264	45,581	4,686	3	-	1,484 50
Penobscot.....	2 65	80,300	36,324	5,451	122,075	114,254	8,020	199	-	3,345 83
Piscataquis.....	2 47	13,209	7,363	898	21,470	20,123	1,374	27	48	629 50
Sagadahoc.....	3 25	25,524	10,739	73	36,336	35,100	1,237	1	475	1,036 50
Somerset.....	2 40	32,242	16,523	1,267	50,032	46,470	3,580	18	559	1,499 00
Waldo.....	2 61	30,949	16,401	2,277	49,627	46,877	2,750	-	60	1,042 75
Washington.....	2 33	42,495	27,144	2,876	72,515	67,549	5,169	203	185	1,793 75
York.....	3 19	66,998	30,508	948	98,454	94,520	7,976	4,042	-	3,048 50
	2 91	706,843	338,618	33,554	1,079,015	1,001,470	84,742	7,197	1,327	30,591 00

# SPECIAL COMMON SCHOOL STATISTICS.

SCHOOL RETURNS OF S. S. COMMITTEES FOR YEAR ENDING APRIL 1, 1883.

COUNTIES.	No. of towns reporting.	No. of different schools in county.	No. of graded schools.	No. of ungraded schools.	Per centage of graded schools to whole number.	No. of ungraded schools in which U. S. History is taught.	No. of ungraded schools in which Physiology is taught.	No. of ungraded schools in which Book-keeping is taught.	No. of ungraded schools in which branches, other than those named in the statutes, are taught.	No. of towns in which schools are well supplied with text-books.	No. of towns in which schools are not well supplied with text-books.
Androscoggin.....	13	232	83	149	.36	81	56	57	34	12	1
Aroostook.....	59	392	10	382	.03	174	82	87	58	40	18
Cumberland.....	26	375	80	295	.21	191	96	123	104	25	1
Franklin.....	24	213	13	200	.06	99	71	48	44	23	-
Hancock.....	33	305	30	275	.10	170	66	102	77	28	5
Kennebec.....	29	384	63	321	.16	151	82	113	92	27	2
Knox.....	16	190	57	133	.30	61	31	46	19	15	1
Lincoln.....	17	197	25	172	.13	81	50	60	39	16	1
Oxford.....	38	360	27	333	.07½	178	75	109	161	33	3
Penobscot;.....	61	531	114	417	.21	207	118	141	128	56	5
Piscataquis.....	20	155	18	137	.12	75	30	46	35	16	4
Sagadahoc.....	11	114	28	86	.25	39	24	24	31	9	2
Somerset.....	37	358	37	321	.10	163	103	121	114	33	4
Waldo.....	26	283	25	258	.09	142	75	94	92	25	1
Washington.....	51	317	80	237	.25	104	47	79	43	48	3
York.....	27	391	87	304	.22	145	82	101	109	25	2
	488	4,797	777	4,020	.16	2,061	1,088	1,351	1,180	431	55

SPECIAL COMMON SCHOOL STATISTICS—Concluded.

COUNTIES.	No. of towns having uniformity of text-books.	No. of towns not having uniformity of text-books.	No. of ungraded schools supplied with globes.	No. of ungraded schools supplied with wall maps.	No. of ungraded schools supplied with charts.	No. of different teachers employed.	No. who have had previous experience.	No. who had had no previous experience.	Percentage of experienced teachers to whole number.	No. of teachers who failed to return register as required by law.	No. of schools not visited by committee at least twice each term.
Androscoggin.....	11	2	13	78	14	378	325	53	.86	2	9
Aroostook.....	37	21	23	112	2	450	345	105	.77	12	130
Cumberland.....	24	2	62	115	32	674	618	56	.92	12	64
Franklin.....	19	4	22	102	9	335	279	56	.83	19	48
Hancock.....	23	10	24	152	15	471	403	68	.86	14	85
Kennebec.....	22	7	36	133	25	606	514	92	.86	14	40
Knox.....	13	3	8	35	4	308	256	52	.83	5	52
Lincoln.....	13	4	6	48	2	340	284	56	.84	23	55
Oxford.....	11	11	20	135	7	578	461	117	.80	15	96
Penobscot.....	44	17	42	105	26	909	774	135	.85	13	69
Piscataquis.....	13	7	5	48	4	239	189	50	.79	8	25
Sagadahoc.....	7	4	8	23	9	175	153	22	.87	12	15
Somerset.....	26	11	6	92	2	560	475	85	.85	29	111
Waldo.....	21	5	10	53	2	523	429	94	.82	7	93
Washington.....	43	8	21	130	40	478	404	74	.85	11	78
York.....	20	7	45	94	12	575	493	82	.86	8	56
	363	123	350	1,455	205	7,599	6,402	1,197	.84	204	1,026

## COMPARATIVE STATEMENT—I.

ITEMS.	1883	1882.	Increase.	Decrease.
Whole number of scholars between four and twenty-one' .....	213,294	212,857	437	-
Number registered in summer schools .....	118,000	121,413	-	3,413
Average attendance " " .....	96,450	99,150	-	2,700
Number registered in winter schools.....	119,383	122,961	-	3,578
Average attendance " " .....	99,350	100,477	-	1,127
Percentage of average attendance to whole number ..	.47	.47	-	-
Percentage of average attendance to number registered in summer schools.....	.82	.82	-	-
Percentage of average attendance to number registered in winter schools.....	.83	.82	.01	-
Percentage of average attendance to number registered during year.....	.82	.82	-	-
Whole number different scholars registered during year.....	146,513	147,697	-	1,184
Average length of summer schools in weeks and days.....	10w.	10w.	-	-
Average length of winter schools in weeks and days.....	11w.	11w. 1d.	-	1d.
Average length of schools for year .....	21w.	21w. 1d.	-	1d.
Number of districts in State.....	3,969	3,984	-	15
Number of parts of districts.....	321	315	6	-
Number of school houses.....	4,292	4,286	6	-
Number reported in good condition.....	3,022	3,028	-	6
Number built during the year.....	71	57	14	-
Cost of same .....	75,664	95,247	-	19,583
Estimated value of School property.....	2,970,956	3,070,326	-	99,370
Number male teachers employed in summer.	257	286	-	29
Number " " " winter..	1,868	2,113	-	245
Number female teachers employed in summer .....	4,711	4,698	13	-
Number female teachers employed in winter	2,788	2,587	201	-
Number teachers graduates of normal schools	601	531	70	-
Average wages of male teachers per month, excluding board .....	\$31 87½	\$29 59	\$2 28½	-
Average wages of female teachers per week, excluding board .....	3 84	3 65	.19	-
Average cost of teachers' board per week...	2 03	1 95	.08	-
Amount of money voted by towns for common schools .....	620,935	630,779	-	9,844
Excess above amount required by law.....	126,563	145,409	-	18,846
Average amount per scholar .....	2 91	2 97	-	.06
Amount available from town treasuries for year ending April 1.....	706,843	669,343	7,500	-
Amount available from State treasury.....	338,618	320,189	18,429	-
Amount derived from local funds.....	33,554	22,755	9,680	-
Total school resources.....	1,079,015	1,012,287	67,728	-
Amount expended for common schools.....	1,001,470	933,829	67,541	-
Balance unexpended.....	84,742	78,458	6,284	-
Amount contributed to prolong schools in money, fuel, etc.....	1,327	8,146	-	6,819
Amount paid for school supervision.....	30,591	29,422	1,169	-



## COMPARATIVE STATEMENT—II.

ITEMS.	1883.	1873.	Increase.	Decrease.
Number scholars between four and twenty-one years .....	213,294	225,179	-	11,885
Number registered in summer schools.....	118,000	116,750	1,250	-
Average attendance " " .....	96,450	92,526	3,924	-
Number registered in winter " .....	119,383	128,134	-	8,751
Average attendance " " .....	99,350	103,548	-	4,198
Percentage of average attendance to whole number of schools .....	.47	.43	.04	-
Average length of summer schools.....	10w.	9w. 4d.	1½d.	-
" " winter " .....	11w.	10w. 3d.	2½d.	-
" " schools for year.....	21w.	20w. 1½d.	4d.	-
Number school districts in State.....	3,969	3,967	2	-
Number parts of districts.....	321	347	-	26
Number school houses in State .....	4,292	4,083	209	-
Number reported in good condition.....	3,022	2,397	625	-
Number built last year.....	71	122	-	51
Cost of same.....	\$75,664	153,695	-	78,031
Estimated value of all school property.....	2,970,956	2,939,236	31,720	-
Number male teachers employed in summer .....	257	140	117	-
Number " " " winter .....	1,868	1,904	-	36
Number female " " " summer .....	4,711	4,094	617	-
Number " " " " winter .....	2,788	2,327	461	-
Wages of male teachers per month, excluding board.....	\$31 87½	\$34 28	-	\$2 41
Wages of female teachers per week, excluding board.....	3 84	3 79	.05	-
Average cost of teachers' board per week .....	2 03	2 31	-	.28
Amount of school money voted by town....	620,935	625,618	-	4,683
Excess above amount required by law .....	126,563	149,953	-	23,390
Average amount per scholar .....	2 91	2 69	.22	-
Amount available from State treasury .....	338,618	229,272	109,346	-
Amount derived from local funds.....	33,554	17,409	16,145	-
Amount contributed to prolong schools .....	1,327	12,687	-	11,360
Amount paid for school supervision .....	30,591	25,943	4,648	-

# STATEMENT,

*Showing the amount of School Money apportioned by the State Treasurer to the several Towns and Plantations in the State and available for school purposes for the school year ending April 1, 1884.*

## COUNTY OF ANDROSCOGGIN.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Auburn.....	3,019	\$4,774 26	Livermore.....	321	\$516 80
Durham.....	381	602 52	Minot.....	457	673 68
East Livermore.....	327	517 12	Poland.....	679	1,073 76
Greene.....	303	480 74	Turner.....	630	996 23
Leeds.....	380	600 93	Wales.....	147	232 46
Lewiston.....	6,561	10,375 54	Webster.....	322	509 22
Lisbon.....	903	1,428 02			
				14,430	22,775 33

## COUNTY OF AROOSTOOK.

Amity.....	145	229 29	Weston.....	161	254 60
Ashland.....	221	349 48	Woodland.....	299	472 82
Benedicta.....	118	186 61	Bancroft plantation	103	162 89
Blaine.....	265	419 05	Castle Hill	167	264 09
Bridgewater.....	333	526 62	Caswell	105	166 04
Caribou.....	1,148	1,815 44	Chapman	73	115 45
Easton.....	347	548 74	Crystal	105	166 06
Fort Fairfield.....	1,027	1,624 70	Cyr	268	383 44
Fort Kent.....	883	1,263 41	Dyer Brook	78	123 35
Frenchville.....	1,117	1,598 21	Eagle Lake	115	164 54
Grand Isle.....	440	629 55	Glenwood	58	91 72
Haynesville.....	79	124 93	Hamlin	292	417 79
Hersey.....	68	107 53	Macwahoc	77	121 77
Hodgdon.....	402	635 73	Merrill	84	132 83
Houlton.....	998	1,578 24	Molunkus	26	-
Island Falls.....	92	145 49	Moro	71	112 28
Limestone.....	251	396 92	New Canada	92	145 49
Linneus.....	380	600 93	New Sweden	263	415 90
Littleton.....	360	569 30	No. 11, R. 1	171	-
Ludlow.....	195	308 36	Oakfield	267	422 22
Madawaska.....	558	798 34	Oxbow	60	94 88
Mapleton.....	254	401 66	Perham	145	229 29
Mars Hill.....	351	555 07	Portage Lake	51	74 32
Masardis.....	96	151 81	Reed	57	90 14
Monticello.....	378	597 77	St. Francis	110	157 40
New Limerick.....	226	357 39	St. John	70	100 16
Orient.....	88	139 16	Silver Ridge	No Ret	91 72
Presque Isle.....	890	1,407 44	Wade	44	69 57
Sherman.....	326	515 54	Wallagrass	210	300 47
Smyrna.....	80	126 51	Westfield	50	79 07
Van Buren.....	585	837 01			
Washburn.....	380	600 93			
				16,702	26,267 46

COUNTY OF CUMBERLAND.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Baldwin.....	559	\$567 72	New Gloucester.....	415	\$656 28
Bridgton.....	837	1,323 63	North Yarmouth.....	232	366 88
Brunswick.....	1,776	2,808 57	Otisfield.....	274	433 29
Cape Elizabeth.....	1,842	2,912 94	Portland.....	11,734	18,556 44
Casco.....	303	479 17	Pownal.....	264	417 47
Cumberland.....	564	891 90	Raymond.....	415	656 28
Deering.....	1,215	1,921 39	Scarborough.....	585	925 12
Falmouth.....	484	765 39	Sebago.....	264	417 47
Freeport.....	589	931 44	Standish.....	579	915 63
Gorham.....	917	1,450 16	Westbrook.....	1,579	2,497 03
Gray.....	565	931 44	Windham.....	679	1,073 77
Harpwell.....	590	993 02	Yarmouth.....	601	930 42
Harrison.....	372	588 09			
Naples.....	291	460 17			
				28,325	47,793 15

COUNTY OF FRANKLIN.

Avon.....	199	314 69	Rangely.....	221	349 48
Carthage.....	153	241 96	Salem.....	89	140 74
Chesterville.....	287	453 85	Strong.....	178	281 49
Eustis.....	95	150 22	Temple.....	168	265 67
Farmington.....	981	1,551 36	Weld.....	325	513 95
Freeman.....	199	314 69	Wilton.....	541	855 53
Industry.....	221	349 48	Coplin plantation..	36	56 93
Jay.....	414	654 70	Dallas.....	65	102 78
Kingfield.....	160	253 02	Green Vale.....	12	18 99
Madrid.....	123	194 52	Letter E.....	14	22 14
New Sharon.....	342	540 84	Perkins.....	53	83 82
New Vineyard.....	259	409 57	Rangely.....	No Ret	28 47
Phillips.....	467	738 60			
				5,602	8,887 49

COUNTY OF HANCOCK.

Amherst.....	No Ret	227 71	Mariaville.....	129	204 00
Aurora.....	81	128 09	Mount Desert.....	377	596 19
Bluehill.....	797	1,260 37	Orland.....	513	811 27
Brooklin.....	367	580 37	Otis.....	114	180 29
Brooksville.....	551	871 35	Penobscot.....	452	714 80
Bucksport.....	908	1,435 92	Sedgwick.....	368	581 95
Castine.....	392	619 91	Sullivan.....	368	581 95
Cranberry Isles.....	120	189 77	Surry.....	386	610 42
Deer Isle.....	1,343	2,123 82	Tremont.....	734	1,160 74
Dedham.....	164	259 34	Trenton.....	173	273 59
Eastbrook.....	130	205 58	Verona.....	113	178 72
Eden.....	592	936 19	Waltham.....	81	128 09
Ellsworth.....	1,672	2,644 11	Long Island plantation	71	71 15
Franklin.....	416	657 87	No. 7.....	20	31 63
Gouldsborough.....	594	939 34	No. 21.....	No Ret	34 80
Hancock.....	419	662 61	No. 33.....	70	110 70
Isle-au-Haut.....	75	118 60	Swan's Island.....	233	368 46
Lamoine.....	236	373 20			
				13,119	20,872 89

## COUNTY OF KENNEBEC.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Albion .....	372	\$588 29	Oakland .....	597	\$944 09
Augusta .....	2,161	3,417 40	Pittston .....	703	1,111 73
Belgrade .....	406	642 05	Readfield ....	281	444 36
Benton .....	365	577 20	Rome .....	170	268 84
Chelsea .....	253	400 09	Sidney .....	428	676 84
China .....	478	755 94	Vassalborough .....	767	1,212 93
Clinton .....	523	827 08	Vienna .....	199	314 69
Farmingdale .....	213	336 84	Waterville .....	1,886	2,982 52
Fayette .....	281	444 36	Wayne .....	247	390 59
Gardiner .....	1,302	2,058 99	West Gardiner .....	300	474 42
Hallowell .....	830	1,312 56	Windsor .....	335	529 76
Litchfield .....	371	586 75	Winslow .....	501	792 28
Manchester .....	200	316 27	Winthrop .....	554	876 09
Monmouth .....	348	550 32	Unity plantation .....	21	33 21
Mt. Vernon .....	310	490 24			
				15,403	24,356 73

## COUNTY OF KNOX.

Appleton .....	434	686 32	St. George .....	974	1,540 29
Camden .....	1,370	2,166 58	Thomaston .....	912	1,442 26
Cushing .....	274	433 29	Union .....	441	697 39
Friendship .....	337	532 93	Vinalhaven .....	958	1,514 99
Hope .....	241	381 10	Warren .....	707	1,118 05
Hurricane Isle .....	65	102 78	Washington .....	419	662 61
North Haven .....	250	395 34	Matineus Isle .....	66	58 51
Rockland .....	1,991	3,148 57			
South Thomaston .....	652	1,031 08		10,091	15,912 09

## COUNTY OF LINCOLN.

Alna .....	202	335 26	Nobleborough .....	342	540 84
Boothbay .....	1,298	2,052 64	Somerville .....	160	253 02
Bremen .....	303	479 17	Southport .....	252	398 51
Bristol .....	1,013	1,601 97	Waldoborough .....	1,153	1,823 36
Damariscotta .....	378	597 77	Westport .....	198	313 12
Dresden .....	312	493 41	Whitefield ..	499	789 12
Edgecomb .....	322	509 22	Wiscasset ..	644	1,018 41
Jefferson .....	538	850 79	Monhegan Isle .....	44	69 57
Newcastle .....	446	705 30			
				8,104	12,831 48

COUNTY OF OXFORD.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Albany.....	240	\$379 52	Newry.....	107	\$169 21
Andover.....	270	426 97	Norway.....	781	1,235 07
Bethel.....	639	1,010 51	Oxford.....	503	795 45
Brownfield.....	396	626 23	Paris.....	852	1,347 36
Buckfield.....	410	648 38	Peru.....	279	441 20
Byron.....	84	132 83	Porter.....	348	550 32
Canton.....	372	588 29	Roxbury.....	53	83 82
Denmark.....	321	507 63	Rumford.....	325	513 97
Dixfield.....	276	436 46	Stow.....	118	186 61
Fryeburg.....	478	755 91	Stoneham.....	172	272 01
Gilead.....	76	120 19	Sumner.....	338	534 51
Grafton.....	43	68 00	Sweden.....	139	219 85
Greenwood.....	No Ret	401 66	Upton.....	85	134 41
Hanover.....	54	85 39	Waterford.....	330	521 86
Hartford.....	243	384 27	Woodstock.....	331	523 44
Hebron.....	184	290 97	Franklin plantation..	55	86 97
Hiram.....	405	640 46	Lincoln.....	26	41 12
Lovell.....	311	491 82	Milton.....	94	148 64
Mason.....	31	49 82	Riley.....	19	30 05
Mexico.....	129	204 08			
				9,927	16,084 46

COUNTY OF PENOBSCOT.

Alton.....	148	234 04	Lagrange.....	249	393 75
Argyle.....	86	117 02	Lee.....	371	586 70
Bangor.....	5,240	8,286 54	Levant.....	357	564 56
Bradford.....	500	790 70	Lincoln.....	532	842 31
Bradley.....	290	458 59	Lowell.....	152	240 38
Brewer.....	877	1,386 89	Mattamiscontis.....	20	31 63
Burlington.....	212	306 74	Mattawamkeag.....	159	251 44
Carmel.....	414	654 70	Maxfield.....	50	79 07
Carroll.....	234	370 38	Medway.....	223	352 65
Charleston.....	380	600 93	Milford.....	196	309 95
Chester.....	141	222 97	Mt. Chase.....	111	175 54
Clifton.....	127	200 84	Newburg.....	322	509 22
Corinna.....	441	697 39	Newport.....	405	640 46
Corinth.....	383	605 68	Oldtown.....	1,202	1,900 84
Dexter.....	1,291	1,181 30	Orono.....	737	1,165 49
Dixmont.....	381	602 51	Orrington.....	461	729 02
Eddington.....	232	366 85	Passadumkeag.....	105	166 04
Edinburg.....	17	26 89	Patten.....	242	382 69
Enfield.....	187	295 72	Plymouth.....	259	409 57
Etna.....	263	419 90	Prontiss.....	167	263 29
Exeter.....	394	623 06	Springfield.....	353	558 24
Garland.....	354	559 81	Stetson.....	255	403 24
Glenburn.....	233	368 46	Veazie.....	204	322 59
Greenbush.....	272	362 13	Winn.....	321	507 63
Greenfield.....	108	170 79	Drew plantation.....	55	86 97
Hampden.....	878	1,388 47	Lakeville.....	56	88 55
Hermon.....	432	683 17	No. 1 N. D.....	No Ret	63 25
Holden.....	236	373 20	No. 2 Grand Falls.....	33	47 44
Howland.....	36	56 93	Stacyville.....	79	124 93
Hudson.....	229	362 13	Webster.....	56	88 55
Kenduskeag.....	165	260 92	Woodville.....	88	139 16
Kingman.....	158	249 86			
				22,924	35,706 73

## COUNTY OF PISCATAQUIS.

TOWNS.	Number of scholars.	Amount from State.	TOWNS.	Number of scholars.	Amount from State.
Abbot .....	229	\$362 13	Milo .....	320	\$506 05
Atkinson .....	246	389 06	Orneville .....	191	302 04
Blanchard .....	52	82 24	Parkman .....	320	506 05
Brownville .....	346	547 16	Sangerville .....	338	534 51
Dover .....	545	861 85	Sebec .....	278	439 62
Foxcroft .....	410	648 38	Shirley .....	85	134 41
Guilford .....	291	460 27	Wellington .....	236	373 20
Greenville .....	182	287 82	Williamsburg .....	71	112 28
Kingsbury .....	94	148 64	Willimantic .....	103	162 89
Médford .....	161	254 60			
Monson .....	330	521 82		4,828	7,635 02

## COUNTY OF SAGADAHOC.

Arrowsic .....	61	96 46	Phippsburg .....	517	817 59
Bath .....	3,507	5,545 98	Richmond .....	883	1,396 38
Bowdoin .....	378	597 77	Topsham .....	391	618 32
Bowdoinham .....	456	721 12	West Bath .....	91	143 90
Georgetown .....	374	591 44	Woolwich .....	387	612 00
Perkins .....	15	23 72			
				7,060	11,164 68

## COUNTY OF SOMERSET.

Anson .....	523	827 08	Pittsfield .....	579	915 63
Athens .....	431	681 58	Ripley .....	162	256 19
Bingham .....	296	357 39	St. Albans .....	437	691 07
Brighton .....	243	384 27	Solon .....	325	513 95
Cambridge .....	152	240 38	Skowhegan .....	1,313	2,076 39
Canaan .....	498	787 53	Smithfield .....	174	275 16
Concord .....	158	249 86	Starks .....	294	464 94
Cornville .....	259	409 51	Carratunk plantation	76	120 19
Detroit .....	214	338 41	Carrying Place "	No Ret	20 57
Embsen .....	238	376 36	Dead River "	30	47 44
Fairfield .....	920	1,454 90	Dennistown "	26	41 12
Harmony .....	243	384 27	Flagstaff "	30	47 44
Hartland .....	381	602 51	Highland "	48	75 90
Lexington .....	105	166 04	Jackmantown "	40	63 25
Madison .....	430	680 10	Moose River "	46	72 74
Mercer .....	240	379 52	No. 1, R. 2, W.K.R. pl	39	61 67
Moscow .....	207	327 34	The Forks plantation.	76	120 19
New Portland .....	404	638 88	West Forks "	55	86 97
Norridgewock .....	468	740 19			
Palmyra .....	354	559 81		10,342	16,536 74

## COUNTY OF WALDO.

Belfast .....	1,554	2,457 49	Northport .....	245	387 42
Belmont .....	157	248 28	Palermo .....	353	558 34
Brooks .....	270	426 97	Prospect .....	254	401 66
Burnham .....	333	526 61	Searsmont .....	431	681 58
Frankfort .....	440	695 89	Searsport .....	611	966 24
Freedom .....	191	302 04	Stockton .....	423	668 94
Islesborough .....	398	629 39	Swanville .....	261	412 73
Jackson .....	221	349 48	Thorndike .....	222	300 46
Knox .....	287	453 85	Troy .....	318	502 89
Liberty .....	293	463 34	Unity .....	321	507 63
Lincolntown .....	548	866 60	Waldo .....	282	401 66
Monroe .....	398	629 39	Winterport .....	790	1,249 30
Montville .....	465	735 34			
Morrill .....	192	303 63		10,231	16,127 15

COUNTY OF WASHINGTON.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Addison .....	399	\$630 97	Lubec.....	732	\$1,147 59
Alexander.....	191	302 04	Machias.....	947	1,497 59
Baileyville.....	151	238 79	Machiasport.....	568	898 23
Baring.....	117	185 03	Marion.....	52	82 24
Beddington.....	46	72 74	Marshfield.....	122	192 94
Brookton.....	130	205 58	Meddybemps.....	73	115 45
Calais.....	2,469	3,904 47	Millbridge.....	660	1,043 72
Centerville.....	56	88 56	Northfield.....	77	121 77
Charlotte.....	195	298 98	Pembroke.....	899	1,421 67
Cherryfield.....	671	1,061 22	Perry.....	414	654 70
Columbia.....	235	371 61	Princeton.....	415	656 28
Columbia Falls.....	278	439 62	Robbinston.....	364	575 62
Cooper.....	141	222 97	Steuben.....	391	618 32
Crawford.....	78	123 35	Talmadge.....	48	75 90
Cutler.....	329	520 28	Topsfield.....	176	278 33
Danforth.....	242	382 69	Trescott.....	227	358 97
Deblois.....	41	64 83	Vanceboro'.....	196	309 95
Dennysville.....	230	363 75	Waite.....	81	128 09
East Machias.....	640	1,012 09	Wesley.....	105	166 04
Eastport.....	1,435	2,065 31	Whiting.....	167	264 09
Eaton.....	151	238 79	Whitneyville.....	171	249 86
Edmunds.....	163	257 77	Codyville plantation..	31	49 02
Harrington.....	424	670 51	No. 14 " ..	65	102 78
Jonesborough.....	220	347 90	No. 18 " ..	15	23 72
Jonesport.....	717	1,133 87	No. 21 " ..	37	58 51
Kossuth.....	47	74 32			
				16,829	26,379 42

COUNTY OF YORK.

Acton.....	298	471 24	Limington.....	430	680 50
Alfred.....	332	525 03	Lyman.....	296	468 08
Berwick.....	629	994 70	Newfield.....	256	404 83
Biddeford.....	4,062	6,423 67	North Berwick.....	560	885 58
Buxton.....	636	1,005 77	Old Orchard.....	144	226 74
Cornish.....	352	556 66	Parsonsfield.....	493	779 63
Dayton.....	173	273 59	Saco.....	1,858	2,938 24
Elliot.....	455	719 53	Shapleigh.....	349	551 90
Hollis.....	431	681 58	Sanford.....	979	1,548 20
Kennebunk.....	842	1,331 54	South Berwick.....	1,071	1,693 68
Kennebunkport.....	715	1,130 70	Waterborough.....	418	661 03
Kittery.....	924	1,461 22	Wells.....	823	1,301 50
Lebanon.....	480	759 57	York.....	795	1,257 20
Limerick.....	331	523 44			
				19,132	30,255 35

## RECAPITULATION.

COUNTIES.	Number of Scholars.	Amount from State.	COUNTIES.	Number of Scholars.	Amount from State.
Androscoggin.....	14,430	\$22,775 33	Penobscot.....	22,924	\$35,706 73
Aroostook.....	16,702	26,267 46	Piscataquis .....	4,828	7,635 02
Cumberland .....	28,325	47,793 15	Sagadahoc .....	7,060	11,164 68
Franklin.....	5,602	8,887 49	Somerset.....	10,342	16,536 74
Hancock .....	13,119	20,872 89	Waldo.....	10,231	16,127 15
Kennebec .....	15,403	24,356 73	Washington.....	16,829	26,379 42
Knox.....	10,091	15,912 09	York.....	19,132	30,255 35
Lincoln.....	8,104	12,831 48			
Oxford.....	9,927	16,084 46			
				213,294	336,586 17





# FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE HALF-YEAR ENDING JUNE 1ST, 1833.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount paid from State Treasury.	Number of terms.	Whole number of weeks.		Whole number of pupils registered.		Average attendance.		No. in Fourth Reader and above.		No. in Arithmetic.		No. in English Gram-mar.		No. in Geography.	No. in U. S. History.	No. in Ancient Languages.		No. in Modern Languages.		No. in Natural Science	No. in Higher Mathematics.		No. in Book-keeping.	No. who taught or intend teaching during year.
					1st	2d	1st	2d	1st	2d	1st	2d	1st	2d	1st	2d			1st	2d	1st	2d		1st	2d		
Alfred.....	\$320 00	\$195 00	\$125 00	2	16	35	31	20	14	14	6	7	11	-	12	11	-	-	-	11	11	-	12	11	-	2	
Anson, District No. 1.....	544 00	419 00	125 00	1 $\frac{1}{2}$	15	150	75	40	45	32	20	15	15	-	22	27	14	20	-	-	4	22	27	14	20	-	
Ashland.....	104 50	53 25	51 25	1	9	45	33	45	35	17	22	2	4	-	5	4	2	2	-	-	-	-	5	4	2	2	
Atkinson, District No. 8.....	21 00	10 50	10 50	1	3	21	19	17	21	15	12	-	6	-	-	-	-	-	-	-	-	-	7	5	5	6	
Auburn.....	2450 00	2325 00	125 00	2	24	101	97	-	60	31	-	-	-	80	12	28	65	12	8	80	12	28	65	12	8		
Augusta.....	921 00	796 00	125 00	2	24	71	60	43	23	10	-	-	-	43	20	66	45	27	-	43	20	66	45	27	1		
Bangor.....	1695 00	1570 00	125 00	2	21	165	157	-	63	-	-	-	-	115	51	84	60	-	-	115	51	84	60	-	-	-	
Bath.....	1850 00	1725 00	125 00	2	26	192	175	-	105	-	41	-	-	75	60	123	90	120	-	75	60	123	90	120	-	-	
Belfast, Central District.....	1000 00	875 00	125 00	2	21	75	66	-	35	30	-	-	-	28	8	50	21	10	-	28	8	50	21	10	2		
Berwick, Sullivan District.....	298 00	173 00	125 00	1	10	41	35	41	11	11	11	-	-	40	24	14	53	26	-	40	24	14	53	26	-	6	
Biddeford.....	1563 00	1438 00	125 00	2	26	83	70	-	-	-	-	-	36	-	-	-	-	-	-	-	-	-	-	-	-	-	
Boothbay.....	110 00	55 00	55 00	1	10	46	30	40	40	38	9	10	10	-	5	7	15	3	-	10	10	-	5	7	15	3	
Bowdoinham.....	187 50	93 75	93 75	1	10	36	30	36	34	36	7	13	-	-	14	23	-	1	-	13	-	-	14	23	-	1	
Brewer.....	380 00	255 00	125 00	2	20	30	24	30	22	24	-	-	-	26	23	13	17	7	-	26	23	13	17	7	-	7	
Bridgton.....	808 00	683 00	125 00	2	24	100	75	30	75	15	60	30	35	16	35	30	75	10	-	30	35	16	35	30	75	10	
Brunswick, Village District.....	978 00	853 00	125 00	1 $\frac{1}{2}$	18	57	52	-	-	-	-	-	-	57	28	57	29	9	-	57	28	57	29	9	-	-	
Bucksport, District No. 1.....	306 50	181 50	125 00	2	26	30	30	-	10	12	-	6	27	16	30	30	2	6	-	6	27	16	30	30	2	6	
Calais.....	840 00	715 00	125 00	2	24	80	63	-	40	35	50	25	35	25	15	38	42	22	-	35	25	15	38	42	22	8	
Cape Elizabeth.....	775 00	650 00	125 00	2	22	96	85	-	34	14	-	-	-	41	10	36	54	-	-	41	10	36	54	33	-	-	

Carmel, District No. 10.....	130 00	65 00	65 00	1	10	35	30	29	32	35	6	25	8	-	5	21	9	9
Casco, Districts Nos. 1 and 7.....	246 00	123 00	123 00	2	20	45	40	20	38	31	25	16	18	-	9	22	17	11
Castine.....	500 00	375 00	125 00	1½	17	41	36	41	20	12	-	18	-	-	9	22	-	-
Charleston, Districts Nos. 2, 9 and 10...	190 50	106 50	84 00	1	10	48	32	45	36	41	23	5	4	8	6	19	11	8
Cherryfield.....	670 75	545 75	125 00	2	23	121	96	96	37	28	16	28	43	-	20	29	17	7
China, District No. 4.....	190 00	115 00	75 00	1	10	47	29	28	30	33	17	6	3	-	-	13	2	7
China, District No. 9.....	185 75	120 75	65 00	1	10	48	35	30	33	18	12	-	-	-	11	17	16	5
Cumberland.....	485 00	360 00	125 00	1	13	83	50	45	41	21	11	-	20	-	47	27	-	3
Deering.....	863 00	738 00	125 00	2	21	119	111	-	59	-	19	42	59	20	119	69	-	-
Dennysville.....	265 75	140 75	125 00	2	18	41	35	32	26	26	21	8	7	-	4	10	-	-
Dexter.....	1050 00	925 00	125 00	2	20	61	56	20	24	20	14	-	20	3	40	30	19	8
Dixmont, Districts Nos. 2 and 7.....	270 00	147 00	123 00	2	20	37	28	21	31	24	21	15	4	-	9	16	11	6
East Machias.....	300 00	175 00	125 00	2	26	44	-	40	37	20	40	-	25	3	44	30	33	-
Eastport.....	1500 00	1375 00	125 00	2	20	105	87	43	74	73	67	43	37	26	39	37	-	1
Eden.....	486 00	361 00	125 00	2	22	116	96	116	113	104	77	12	-	-	8	25	50	8
Edgecomb, District No. 1.....	100 00	50 00	50 00	1	10	23	16	23	23	19	12	6	-	-	10	3	4	6
Ellsworth.....	650 00	525 00	125 00	1	18	75	62	-	-	-	-	-	75	18	16	52	15	2
Fayette.....	160 00	80 00	80 00	2	16	5*	50	48	47	46	35	-	-	-	15	20	20	5
Fort Fairfield.....	245 00	124 77	120 23	2	20	59	53	59	59	59	59	8	-	-	10	16	6	8
Foxcroft.....	500 00	375 00	125 00	2	22	165	152	-	-	-	-	-	48	9	69	120	32	-
Freeport.....	379 50	254 50	125 00	1	12	66	63	66	35	16	-	16	40	11	-	28	20	1
Frenchville.....	240 00	115 00	125 00	1	24	35	20	12	35	35	35	15	-	-	-	-	12	8
Gardiner.....	925 00	800 00	125 00	1½	18	68	56	-	8	24	9	-	33	2	60	50	26	-
Gray.....	84 00	42 00	42 00	1	7	74	61	70	74	64	35	12	5	-	15	28	1	-
Hudson, Districts Nos. 1 and 2.....	132 00	66 88	65 12	1	14	29	25	26	29	20	13	14	-	-	6	5	3	-
Industry, District No. 2.....	150 00	76 38	73 62	1	10	31	26	31	31	26	23	10	-	-	6	10	14	6
Jackson, District No. 3.....	150 00	75 00	75 00	1	10	33	26	33	32	26	10	16	6	-	9	20	5	5
Kenduskeag.....	124 00	64 10	59 90	1	8	37	31	36	24	35	15	12	-	-	23	12	7	3
Kennebunk, District No. 5.....	-	-	-	2	24	38	34	-	-	6	7	-	30	-	15	12	20	2
Kennebunk, District No. 9.....	-	-	-	1½	17	68	62	68	68	68	25	68	7	6	22	15	18	1
Kittery.....	375 00	250 00	125 00	1½	18	63	43	63	62	63	27	12	6	-	28	31	16	-
Lewiston.....	2231 00	2106 00	125 00	1½	19	167	140	No further	No further	returns	returns	returns	returns	returns	returns	returns	returns	returns
Lisbon.....	404 00	279 00	125 00	2	16	54	47	54	32	26	22	-	29	8	-	38	3	7
Livermore, District No. 2.....	89 40	46 20	43 20	1	10	21	17	21	16	13	4	-	6	-	18	13	4	7
Machias.....	583 33	458 33	125 00	1½	16	58	49	53	33	27	10	-	12	-	39	41	20	6
Monson.....	300 00	175 00	125 00	1	15	40	36	24	35	28	31	-	4	-	4	5	14	7
Newburgh, District No. 2.....	125 00	62 50	62 50	1	10	18	16	14	16	18	7	2	1	4	11	7	4	4
Newburgh, District No. 10.....	107 50	53 75	53 75	1	10	35	28	27	35	27	14	15	-	2	11	17	7	8
Newport, District No. 3.....	225 00	112 50	112 50	1	10	70	65	43	55	25	27	11	11	11	13	34	-	-

RETURNS FOR THE HALF-YEAR ENDING JUNE 1st, 1883—Concluded.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount paid from State Treasury.	Number of terms.	Whole number of		Average attendance.	No. in Fourth Reader and above.		No. in Arithmetic No. in English Grammar.		No. in Geography.	No. in U. S. History.	No. in Ancient Languages.		No. in Modern Languages.		No. in Natural Science.	No. in Higher Mathematics.	No. in Book-keeping.	No. who taught or intend teaching during year.
					weeks.	pupils registered.		No. in Fourth Reader and above.	No. in Arithmetic No. in English Grammar.	No. in Ancient Languages.	No. in Modern Languages.										
New Sharon	\$100 00	\$52 38	\$47 62	1	10	40	29	40	40	36	6	11	-	-	6	14	5	7			
Norridgewock	500 00	375 00	125 00	1	13	82	45	55	33	28	-	10	28	8	35	49	15	14			
North Berwick	75 00	37 50	37 50	1	10	27	24	27	22	3	-	-	6	6	9	25	11	2			
Norway	550 00	425 00	125 00	1	10	210	195	180	200	155	145	110	19	11	9	41	50	20			
Oakland	556 67	431 67	125 00	2	18	58	51	-	30	30	-	22	18	4	40	16	30	-			
Oldtown, District No. 2	377 67	252 67	125 00	1	12	52	44	47	20	18	-	14	27	10	6	27	22	-			
Orono	574 56	449 56	125 00	1	13	70	64	21	54	40	12	24	9	-	13	20	24	-			
Palermo, District No. 6	104 00	64 00	40 00	1	10	29	23	29	21	14	2	-	-	-	2	12	4	5			
Parsonsfield	740 00	615 00	125 00	2	20	58	45	32	40	30	11	10	7	11	23	13	10	7			
Patton	290 00	165 00	125 00	2	20	45	25	18	20	19	7	4	12	5	3	13	7	7			
Pembroke	131 33	65 67	65 66	1½	15	53	44	-	51	40	11	-	4	-	27	4	17	2			
Plymouth, District No. 1	150 00	75 00	75 00	1	10	42	34	38	34	22	22	6	-	-	11	8	3	3			
Portland	4800 00	4675 00	125 00	2	19	320	292	320	120	116	-	-	39	85	300	180	60	3			
Princeton	208 00	104 00	104 00	1½	15	37	27	18	29	19	15	11	6	3	14	7	3	3			
Richmond	482 00	357 00	125 00	2	18	50	40	-	-	22	-	-	-	13	20	31	8	3			
Rockland	863 33	738 33	125 00	1½	15	99	78	42	15	-	-	-	25	12	99	94	36	-			
Saco	1079 65	954 65	125 00	2	22	94	80	94	11	26	-	-	52	21	68	58	-	3			
Shapleigh	322 50	197 50	125 00	1	10	47	40	25	40	39	15	4	1	-	12	12	1	2			
Skowhegan	1066 68	941 68	125 00	2	24	92	69	92	92	17	-	6	56	-	80	38	24	15			
South Thomaston, Grade District	-	-	-	1	10	48	44	34	45	42	32	6	4	-	16	12	12	6			
Steuben, District No. 1	152 50	77 60	74 90	1	10	34	30	29	28	28	20	21	-	-	11	14	5	10			
Thomaston, Grade District	649 00	524 00	125 00	2	22	74	49	-	15	15	15	30	26	2	35	40	8	-			
Topsham	454 44	329 44	125 00	2	20	51	46	24	44	24	24	21	24	5	-	16	12	4			

Waldoboro', District No. 6.....	296 75	171 75	125 00	2	21	45	38	30	27	20	10	17	3	-	8	-	-	5
Warren.....	187 50	95 85	91 65	2	18	52	37	42	52	36	-	-	-	-	11	28	12	6
Westbrook.....	666 66	541 66	125 00	2	20	74	54	44	52	55	53	37	6	-	27	24	-	-
Wilton, District No. 9.....	650 57	525 57	125 00	1	12	111	85	45	19	73	22	15	45	6	28	62	8	25
Wiscasset, District No. 1.....	426 25	301 25	125 00	1	12	38	27	-	21	38	12	-	18	6	12	4	2	-
Yarmouth.....	416 33	291 33	125 00	2	24	52	45	-	28	26	24	21	18	10	22	27	10	-
Totals.....	47,635 37	38,765 72	8869 65	131½	1415	5908	4850	3085	3454	2563	1508	972	1650	600	2336	2481	1283	400



# SELECTIONS FROM PAPERS

PRESENTED AND DISCUSSED IN THE

TEACHERS' MEETINGS HELD DURING THE YEAR 1883.

---

## SCHOOL ORGANIZATION.

BY J. N. HART.

Wickersham defines *school organization* as "the part of school economy which treats of the adjustment of the school machinery, the assignment of positions and duties to pupils, and the adoption of regulations necessary to control the school operations."

It is the most important part of the school work, since it is the foundation upon which all the after work must rest. Without organization a school becomes a mere *babel*, and no satisfactory results can be obtained. No intelligent man of business commences a transaction without having first considered its results. No good general begins a campaign or undertakes a battle without first deciding upon all the movements it will be necessary or advisable to make. So no good teacher begins his term's work, or any day's work in the term, without first determining just what is to be done and how it is to be undertaken. As in the army each officer and soldier is to move according to the plan, in an appointed time and place, so in the school each member should understand just how and when each exercise is to be performed.

The ability to form a plan and organize his school is a sure test of the teacher's efficiency. It is an old adage that "a thing well begun is half done;" and in nothing is this more true than in teaching. He who during the first two or three days of the term can get such a knowledge and control of his pupils as to know where each should be placed, and what general regulations will best meet the demands of his school, has gone far on the road to success. He who fails here is likely to fail entirely. For lack of this ability, or by reason of not appreciating its importance, much valuable time is lost.

Said a supervisor to me recently: "Many of our teachers are a whole week, and some even two weeks getting ready to work." Now, while in this as in everything else, haste is to be avoided, yet our district schools, which have only from fifteen to twenty-five weeks of school per year, cannot afford to spend one-fifth of that time in "getting ready to work." Two or three days ought to suffice, in most schools, for getting all the school machinery in good working order.

There is a vast difference in the ability of persons to remember names and faces. The teacher should cultivate this faculty in order to be able to call his pupils by name at the end of two or three days.

The subject of school organization may be considered under two heads:

- I. Temporary Organization.
- II. Permanent Organization.

No one entering a school as a stranger can at once tell just what classes it will be necessary to form, or what rules of order will best meet the demands of the school. Hence, the first day's work can be only temporary.

We will suppose that a teacher is to enter a school as a stranger, or comparatively so. How is he to proceed? Before commencing school the first day a definite plan of that day's work should be formed. In order to do this it is well for the teacher to consult the people of the district concerning former teachers, their methods and success, as well as their own wishes in regard to their children. It is recommended by some to visit in the district for several days before the school is to commence for this purpose, but I prefer to go to my boarding place only a day or two in advance, and then gain such information as I can from those who seem to be most interested, especially from the supervisor. Conversation with the former teacher is a great help. Whether successful or not, he can give a great deal of useful information that no one else possesses. The new school registers, when properly kept, are a great help, and no teacher should be so lazy or negligent as to fail to fill it out conscientiously. Finally, take advice from any one who is acquainted with the school, being careful to make no ill considered promises; and then—use your own judgment.

Having learned as much as possible about the school, and having formed a plan of the first day's work, go early Monday morning to the school-house, meeting and getting acquainted with the pupils as they come in, noticing how they choose their seats, etc. A little watchfulness now will often prevent trouble later. By half an hour's conversation with the older and more advanced scholars, quite a good idea of their previous standing and classification can be formed, and at the same time a few words pleasantly spoken to a notoriously dull or vicious scholar may win his esteem and confidence, which is half the battle. Of course the teacher must meet his pupils in a right spirit, and, while being perfectly free and easy with them, show by his manner that he is teacher, and knows what he is about.

School-time having arrived, what next? No more embarrassing position for the inexperienced teacher can be conceived than to be standing before forty or fifty young folks, all eagerly watching, him, criticising every movement, and forming an estimate of his character and ability that will go far towards making of the school a failure or a success. He who goes to work now with confidence and an apparent knowledge of what is to be done, will at once win their confidence and respect. Now is the time that a well arranged plan of the day's work will tell. It matters not so much what that plan is as that there be one, and that the teacher go to work with self-possession and confidence. Better a poor method confidently put in practice, than a better one falteringly carried out.

Quietly call the school to order, and after some form of opening exercises, varying according to the character of the school and the taste of the teacher, make a few simple regulations in regard to whispering, time and manner of taking recesses, of calling the school to order, etc. At first I would make these much like those of the preceding terms, telling the scholars that they are not permanently fixed. It is important, however, that they understand from the first that quiet is necessary, and will be enforced. But few words are necessary for this. In most schools I think it best to say at once that whispering, leaving seats, leaving the room and asking questions will be allowed only by special permission, and to adopt a simple system of signals for these purposes. All other rules of conduct may for the present be summed up in the comprehensive one, *do right*, others being formed only as they become necessary. In this way the pupils may be made to see that all new rules are just and essential, which is a great point gained.



Ordinarily, no question of seating the scholars will arise, as they will have arranged themselves before school time, but the teacher should maintain the right to control the seats at all times. Later in the term the manner of seating the school may become an important means of controlling whispering and other disorder.

The things to be done the first day are: to ascertain the names, ages, parentage and previous attainments of the pupils, and to form them into proper classes. It is well to assign one or two general lessons that will suffice to keep them employed while this work is being done. These may be some page of the Practical Arithmetic for the larger, and of the Primary for the smaller pupils. Or, if all or nearly all attended the last term of school, it may be as well to tell them to prepare the next lessons to those last recited. The object is not so much the preparation of the lesson as the keeping of them employed and thus out of mischief.

The best way of forming classes depends upon the size and character of the school. In a graded school, where the scholars are pursuing a course of study, and where their advancement has been ascertained by the examinations of a previous term, this is comparatively simple and need consume but little time. But in the ordinary district school, where the scholars have pursued such studies as they pleased and the teacher knows little of their relative standing and capacity, it is far more difficult. I will give the method that I have pursued in schools of this character, hoping that some one will suggest a better way. Acting upon the supposition that the pupils, with the advice of their parents and the previous teacher, can judge as well of where they should commence as I can do by only a few moments' enquiry of each, I call to the recitation seats those who are to pursue a particular study, as Practical Arithmetic or Grammar, and by inquiry and sometimes a little oral examination decide, with their help, what ones shall be classed together, and where each class shall begin. I think it best, usually, to allow those who are expecting to enter the same class to do so, trusting that if I afterwards find that any are taking studies manifestly beyond their ability I can convince them of it and make a change without discouraging them. In this way all the classes of an ordinary school may be formed and lessons assigned during the forenoon. As the lessons are assigned some classes are designated to recite in the afternoon, and thus the *temporary organization* is completed.

Now is the time to guard against the common mistake of allowing the scholars to take too many studies. In almost every school will be found one or two pupils with ambitious parents, who wish to take some studies beyond their present ability, or who wish to carry as many as six or eight studies at once. It is easy to put them off till a fair estimate of their ability can be formed, and by that time they will usually have come to the same conclusion as yourself. On the other hand, it is very discouraging to a proud and sensitive scholar to be obliged to drop a study for lack of time or ability to pursue it.

As the names of pupils will not be really needed during the first half day, they may be taken whenever it can most conveniently be done. In case the boys and girls have separate recesses this will be as convenient a time as any. Where there are several advanced scholars, one in each division may be requested to take the names of those in his division. Or the names may be taken as the classes are formed. In any case, note to what classes each scholar belongs and thus be prepared to make out before the second morning a daily program and in the course of two or three days to effect a permanent organization.

There are now two things to provide for: I. Study; II. Good order.

The pupils being already arranged in classes it only remains to re-arrange them slightly as it is seen that they are not fitted to remain where they have been placed.

In making up a daily program care must be taken to arrange the exercises so that there shall be a suitable alternation of study and recitation for each pupil. Some recommend that times be set for study as well as for recitation, but it seems to me that if the recitations are suitably arranged it is as well to allow pupils to prepare their lessons when they please with an occasional hint as to the best order.

It is well to have the last recitations of the smaller children some little time before the close of each half day and then dismiss them, thus giving them less confinement and relieving the teacher.

The time for each recitation as well as the times of intermission, and of opening and closing school, should be exactly fixed and, generally, strictly followed. The advanced scholars should have not less than twenty or twenty-five minutes for each recitation, while the younger ones may be cut down to ten or even five minutes.

On the other hand, while the latter should recite several times each day, it is better that the former should have quite a long period for each recitation, even though in some branches recitations be had only on alternate days.

We come now to the most important part of our subject—*provisions in regard to order*. "Let everything be done decently and in order," should be the motto of both teacher and pupils.

There should be a fixed mode of opening and closing the school. Not more than two minutes should be allowed after the ringing of the bell for all to be in their seats and quiet. All boisterous play and loud talking should cease *instantly*. School may be opened in the morning with reading of scripture, singing and such other exercises as the character of the school or the taste of the teacher may suggest. A few simple words of prayer may be offered by the teacher or the Lord's prayer repeated by teacher and scholars.

The following is a good way of dismissing the scholars. At a stroke of the bell all books are laid aside and all becomes quiet; at a second tap all rise; at a third, the first division passes out and the others follow, each starting when the preceding division is out of the way. In calling and dismissing classes a similar system may be employed. It avoids confusion to assign the members of large classes permanent places upon the recitation seats.

In every school there must be more or less moving about, asking permission to speak or to leave the room, and other interruptions, and these things are to be so arranged as to produce the least disturbance possible. In order that no school exercise be interrupted it is well to set apart a few moments in the middle of each session for communication and exchange of books. The plan adopted by many primary teachers of having an action-song or some such exercise to rest the little ones, seems to us an excellent one, and I do not see why something similar might not be used in our district schools with good results.

Leaving the seat and leaving the room should be reduced to a minimum, though it is a little hard to prohibit them entirely. When once right habits are formed it is comparatively easy for children to keep still.

By using the system of signs before mentioned, the scholars may ask permission to do any of these things without disturbing the teacher, even during a recitation, though permission should not be granted when the movement would in any way disturb the school. Pupils desiring assistance from the teacher should be required to raise the hand and wait till noticed and should at once learn to ask only when the teacher is not busy.

The most difficult matter to control is whispering, but it *must be controlled*. It can't be entirely prevented. A careful seating of the school helps a great deal by re-

moving temptation. Allowing pupils to study together is a great nuisance, and should be avoided as much as possible.

It is well to set apart a few moments at the close of each day for some general exercises. This time may also be taken for the administering of punishments for offences of a public character.

A half-day should be taken as often as once in two weeks for readings, recitations, a spelling match or other exercises to break up the monotony of school routine.

---

## TEXT-BOOKS.

BY H. H. BAILEY.

The subject assigned me is *Text-Books*, with sub-topics—importance of, character of, use and abuse of.

Very little of all that might be said on this important subject can be presented in the time which should be allotted this paper. I shall only attempt to give some of the ideas that have come to me from much thought and from varied experience in different capacities.

A difficulty at once confronts me as I examine the question. Shall the subject be treated in a general way at the risk of usefulness, or shall I descend to particulars at the risk of trenching on methods of teaching and being tiresome? I choose the latter way, thinking to make the paper a better basis of discussion.

We must admit that, naturally, the mind is furnished with facts without the aid of text-books, and thus furnished, that its various faculties are developed and disciplined by reasoning, judging, generalizing, etc. Further, we must admit that every subject, except reading of course, can be taught without placing in the hands of the pupil a single book. Thus one would learn geography from actual observation, at home and by travel, and indirectly from the lips of others. He would learn language by hearing and speaking it while a statement of its laws might be given him by his teacher—and so on through the entire list of studies. Why, then, are text-books important?

*First*, and chiefly, because they save time. To illustrate—the pupil may as well learn from a book that coal and iron are minerals of Pennsylvania, and that wool is raised in Ohio, as to be told by the teacher. It is the custom of those who teach orally to require pupils to copy questions, topics and statements from the blackboard or directly from the lips of the teacher. The time of teacher and pupil may thus be constantly, and perhaps profitably employed, but not economically, not to best advantage.

*Second*, the use of text-books prepares for future study of books; and the teacher is only properly *using* the book when teaching the use, as well as the facts therein.

*Third*, text-books fix methods. The methods of many who should teach orally would not be systematic or uniform from day to day. Add to this the constant changing of teachers and we have less uniformity than is desirable. Then many teachers have had methods, or none at all, while text-books, being generally the work of successful and experienced teachers, can hardly fail to furnish methods which, when thoughtfully adopted to his own class, will be helpful to the teacher. If one would know the extent to which text-book makers have fixed methods, let him ask any school committee

man, who has a fairly extensive acquaintance with teachers and their methods, how much Greenleaf has done to give methods in arithmetic, or Wells or Brown, in grammar.

There is little use for teachers to say what should be the character of books. The ideal text-book has not yet been made. Rarely, I believe, is a book the ideal of its author. Books are made to sell, and to that end they must cater to the prejudices and conservatism of the people; or, on the other hand, they are the result of some new tidal wave in pedagogy. Yet a brief consideration of the characteristics of good text-books will aid us in determining their use or avoiding their abuse.

First, they should be accurate—here there is least chance for improvement, and from experience I wish to advise teachers not to criticise a statement unless they *know* they are right and the book is wrong. When the teacher criticises the pupil's favorite book, he often finds an elephant on his hands that is both costly to keep and hard to manage. Second, text-books should be clear and systematic, yet no book is so clear that the thoughtful teacher can not make some points clearer; or so systematic that some change may not better adapt it to *his* class. Text-books should be relatively complete, yet no book is so complete that it need not be supplemented in some parts, or so brief that some points may not be profitably left out.

Let us now consider some subjects in particular.

First, reading books. There are two objects of the reading exercise in schools. We read to learn to read, that is, for the ability to represent by the proper sounds, the printed word or sentence. Second, we read for instruction and discipline. Thus the work may be roughly divided into two stages and a consequent division of text-books be made. In the first stage, the books must be interesting. To that end they must be profusely illustrated, and the subjects must be those most interesting to little boys and girls. The words should be those of the already acquired vocabulary of the child, fiction instead of fact, if that will make the book more interesting. They should be slowly progressive,—not according to any artificial system, but according to the development of the child's understanding. There are several series that answer these requirements quite well.

It remains for the teacher to ask, "How shall I best use this book?" I will answer the question briefly by saying, use the books in this grade *much*. Nothing will take the place of drill with beginners especially. Success depends chiefly on the amount of class work and personal attention of the teacher.

The second grade is distinguished from the first in not having mechanical reading most prominent, and in its vocabulary being beyond that used by the pupil every day. The books for this grade, which perhaps begin with the 4th reader, should be filled almost exclusively with selections, the best that can be found in the whole range of literature. Science, art, oratory, poetry, and fiction sparingly. If the books in the first grade have been properly used, the pupil will now read fluently and correctly. That the learner get the most information from his reading,—that he understand it, let the teacher require the meaning of every doubtful word,—not necessarily a dictionary definition, but one showing whether the pupil fully comprehends or not. See that the relations of the words to each other, and their office in the sentence are understood. Let every place be located, and every time and event be associated with facts in history, when by that means the matter will be better understood, or when such association will serve as a review of the latter study.

I will mention briefly some of the abuses. The book is not properly used if the pupil is allowed to read in a tone different from that in which he speaks, if the teacher attempt to teach expression by giving rules, if correct examples are not given. All

this holds true in the higher grade. We fail also if we think we have done our duty when we have criticised only the reader's errors of expression and pronunciation, when we require a style of delivery which is artificial. The pupil must be made to understand the sentiment before he can feel it. He must feel the sentiment before he can render it otherwise than artificially.

Before considering the much mooted subject of grammar or language text-books, two points must be determined as best we are able: First, what is the office of the study; second, should a book be used. In answer to the first I would say the study of formal grammar indirectly teaches the correct use of words, and serves as a convenient handle to language; to the second, use a book because it saves time. The correctness of these conclusions being granted, I will try to answer the question, "What should a grammar be and how should it be used?"

My ideal grammar would contain not over one-fourth the matter found in an ordinary text-book on that subject. With exercises, the book may be somewhat larger. But grammars are what they are and the teacher's power is best shown in the ability to select essentials. The book is used properly when we learn from it the formal definitions upon which classifications depend, the few forms, the essential rules for the correct use of words and forms; and when all these are fixed in the memory and understanding. The book is misused when we blindly follow its order, learning page after page *verbatim et literatim ad nauseam*, having in view, as our highest aim, the ability to parse according to rules of syntax.

As in reading, so in arithmetic there are two stages of instruction. In the first we are mainly concerned in teaching the pupil to compute accurately and rapidly; in the second to reason correctly and concisely. The idea of number is one of the first with which the child mind is furnished. So I say instruction should commence at the first. Good results will depend wholly upon the teacher, and I submit that the proper use of the book, at this stage, is to fill the shelves of the book-seller. As soon, however, as the child can read easily, a book may be given him. Such a book should be full of problems, for the most part to be solved orally. My ideal elementary arithmetic would contain no answers—i. e. the pupil would never see the result of adding four and four or multiplying eight by four unless it were his own work. Later a complete manual in arithmetic will be necessary. In such a book should be all essential definitions, and a large number of examples, for the most part concrete and always practical. I would not have a single rule, principle or formula that could be used as a direct statement of how a problem should be solved, either following or preceding the examples. Instead, I would have, first, each process preceded by questions which should lead the pupil to understand the reason for the operation; second, the practical process which should be as simple, direct and brief as possible, and yet should follow the oral reasoning. I object to rules because they enable the learner to do, mechanically, what is not understood and what will not be remembered.

The use of the books which we have, and they are not altogether bad, may be inferred from the foregoing. The elementary should be used as a review of the tables and as a book of exercises to secure accuracy in computation; the complete arithmetic for exercise in performing practical examples concisely and logically. To pursue this subject further would be too much encroachment on methods of teaching.

An elementary book is turned from its proper use when it is put into the pupil's hands for him to learn, by rote, combinations, when he has no adequate idea of number. The complete arithmetic is not properly used when commenced at too early an age; when pupils commence with rules and principles learning them by rote and only

using the problems to test their ability to apply the rule, the words of which only, they will try to remember.

The characteristics of a good text-book in geography are accuracy and clearness of maps and text, with fullness of illustration. Completeness is relative. There is no geography made that need not be supplemented in parts. The Germans have a term applied to this subject, which may be rendered in English, *earth knowledge*. That book which gives the most practical earth knowledge in the time which can be allotted to the study, is best. There are several excellent geographies published which, when properly used, answer these requirements.

The use I would make of the book will be indicated in several points. First, an outline should be thoroughly learned. Of the many thousand facts very few comparatively can be learned. There are, however, essential topics which are mutually and logically dependent. With your permission I will give my outline:

*Country, State or Division.*

Location, (i. e. Boundaries.)

Surface.

Lakes and Rivers.

Productions, (Natural and Manufactured.)

Occupations.

Capital and Metropolis.

People, (descent, society, education, etc.)

Whatever else be learned, let the class expect to recite briefly on each general topic, and be holden for so much, at least in final review. Second, the matter should be adapted to the class. Third, let everything that can be so learned be learned from the maps. Surface, location, drainage, direction, even climate, occupations and productions may be learned largely from the map, if we consider the dependence of these facts upon natural features. Take such a method as shall picture the map permanently upon the mind. This can be done by studying it systematically and continually. Success will depend upon the vivid impression of the essential features, not upon the long list of petty towns and little rivers, that can be named as a result; and finally have all the maps drawn, copying from the book and in outline from memory.

The abuse of the book consists in commencing to study the world as a whole because that comes first in the book; in studying the words of the book in the abstract, rather than as helps to form an idea of the earth; in ignoring the illustrations as most efficient means of giving the beginner correct ideas; and finally in making the study dull. With older pupils we make a mistake in requiring too much in detail. I once knew a teacher to send a class back three days in succession, because they failed to locate according to his mind, two or three unimportant towns in South America. I called that abuse of the books; the boys called it abuse of the class. The book is not used properly if an outline is not thoroughly learned. How often does a class, though learning the daily lesson fairly, fail at final examination on everything except the last few lessons. This need not be.

With such text-books as we have on the important subject of physiology, little oral work need be done.

The book is used properly when the teacher leads his pupil to get the ideas of the text by careful, thoughtful study and by personal investigation with such material as he may easily obtain, and to give the result of his study and investigation in his own words.

The book is misused when it is considered an *object* of study and not a means of information.

There is no royal road to a knowledge of history. That book is good which tells the story of the past truthfully and interestingly, which gives prominence to events, their causes and results, rather than to dates, and which tells us of men as workers as well as warriors. The book is used properly when the pupil seeks ideas by means of the words and when the ideas are given in his own words, when an outline is thoroughly learned.

The book is abused when the pupil crams for the daily recitation learning too much in detail and forgetting all but the dates and catch words. The teacher abuses both book and class when he requires such recitations and calls them good, when by giving every third word, he gets the exact language of the book.

I would say, in conclusion, that we make a great mistake if on the one hand we slavishly follow the method and order of the book, requiring all its matter and giving nothing more; on the other hand, though using the book is only a part of which teaching the subject is the whole, as great a mistake is made—one which newly fledged graduates are especially apt to make—if in our desire to be original we ignore the fact that text-book makers are willing and even able to help us.

---

### EDUCATIONAL INFLUENCES.

It is said that, when Taric captured the city of Medina Celi, he found a table of priceless value, which had formed a part of the spoil taken at Rome by Alaric, when the sacred city was conquered by the Goths. It was fashioned from one single and entire emerald; moreover, it had talismanic powers; traditions affirming that it was the work of genii, and that it had been wrought by them for King Solomon.

According to Arabian legends this table was a mirror revealing all events truly; insomuch that by looking on it the fortunate possessor might behold battles, sieges, feats of chivalry, in fact, all actions worthy of record; and might thus ascertain the truth of all transactions. It was, therefore, a mirror of all that has transpired in history, and very probably had assisted that Great King in acquiring the prodigious knowledge and wisdom for which he was renowned.

In addressing you upon the subject assigned by your committee, I feel that it would demand the genius and wisdom of a Solomon aided by his marvelous table, to discover, enumerate and describe all the educational influences of the teacher, the school-room, the parents and home surroundings, and of the pupils themselves in their associations with each other. You will be glad to know that no such desperate attempt is contemplated in the remarks I have the pleasure of offering. Rather more modest let my pretensions be; for my time for preparation has been very short. May the following reflections serve merely as a general introduction to your subsequent full consideration of what appears to be a subject of grave and deep importance to us as professional educators.

It is assumed, then, at the outset, that a teacher has influences upon his scholars and through them upon the neighboring community. You believe it. I believe it. Can any one measure the influence of such teachers as Gautama Budha, Socrates, Arnold of Rugby, Agassiz, or the Great Teacher of us all? But I am met, at once, with a

flat, sweeping denial that the teacher of to-day has influence upon the community by, at least, one well known successful teacher, who has tried it. He says substantially: Teachers, as a class are next to never placed in offices of trust for which their talents and information have made them fit. They may not solicit the positions of common-councilman, hog-reeve, or even fence-viewer, and expect to succeed, without incurring wrath enough to imperil their chances of re-election. They generally may not have superintendents from men and women of their own profession. They are by most parents regarded with much more indifference than the hired man whose duty is training the family horse; for if he does not secure suitable speed and good looks, as the result of his labor and care, his dismissal is pronounced, and another man is employed forthwith. On the other hand, the parents seem never to think of bestowing their attention upon, or of bestirring themselves to an equal extent in regard to the training of their sons and daughters. Then further, the expressions of satisfaction for work well done, the presents, and the generous praise accorded to all other persons for excellent success and faithfulness, are refused to teachers, who have little else than "their labor for their pains;" since wealth is not their usual lot or portion. The teacher has no influence in the community, is the conclusion arrived at.

These are genuine complaints, not fictitious; and they seek your consideration. Reluctantly do I leave them without discussion, or further comment; but feel constrained to say this much about the lack of praise referred to:

Every act rewards itself. Were that teacher here this morning, I would suggest that "blame is safer than praise." His townsmen know him to be a successful teacher. They trust him, and have done it for years. If they never blame him, he should consider it, perhaps, the highest mark of praise; for one poet writes:

" Good actions crown themselves with lasting bays,  
Who well deserves, needs not another's praise,"

and Emerson tells us:

" You would compliment a coxcomb, but you would not praise an angel."

There are many qualities of an angel in a teacher who can, at the same time, successfully govern, instruct, and be a model in conduct for a hundred or more pupils, and they from families in every grade of society. Inharmonious elements, they must be harmonized; and the teacher often performs a task with hundreds, that many a parent with but half a dozen sons and daughters, finds quite beyond his or her ability, if not almost impossible.

Waiving the question that might come up, as to whether it is the teacher's own fault, or not, if his power in the community is not what he deserves; let us next observe teachers assembled in conventions. The influence of the united voice of teachers in public gatherings like this, is great; and to be prized, when it is made a benefit. It is a benefit, when just such wide-reaching topics are discussed as are indicated by your programme, and then are practically followed out in all their details. Such influence benefits all who attend. It is a benefit to all others reached by the full reports of the newspapers. It is not a benefit, when, in our zeal for perfection, the defects in the school system are laid bare, and dwelt upon, to the exclusion of a fair consideration of the many excellencies that likewise exist. In this respect, when shall we learn to do better?

Do grocers, tailors, dry goods merchants, and all other business men, assemble in conventions, decry their callings, mourn over the gloomy and dark features of their trades, and expose the weaknesses and imperfections of them to everybody as freely as teachers are accustomed to do? Such action would be characterized as unbusiness-



like, not sensible, and not just to themselves. No wonder a Richard Grant White, or other captious critic, condemns the present school system more than is right and proper. The publicly-made and reiterated, one-sided complaints of the teachers themselves, intending thereby only good and no harm, furnish him with all the materials desired in his crusade. In this matter, I too, must cry with some of you, "*Peccavi,*" I have sinned in this direction, and do now repent. Let the influence now be — let the sentiment of this convention be: Much has been well done; but more remains to be done. We recognize fully the good already accomplished; we will surpass *that*.

But we must certainly contend in our gatherings against 'humbugs.' For example, the dude and his influence. Judge Tourgee has defined his 'mission.' Is there existing the teacher-dude? It is threatened that eventually he will reach Maine — like any contagion — because he is not wanted. Let our influence be to kill him well in advance of his arrival. Over-nice, with simpering ways developed and weak thoughts, sad and lonely in air, because his only sister the Grecian Bend died young years ago, Oscar Wilde-ish, yet with not half the 'gumption' of that renowned individual, he has sprung up in the East, "gone West," and now he seeks the inclement North. Such may he find it!

Undoubtedly he will be noted for lack of bodily pith, will tip toe softly around the school-room, and will surely affect a singular and incorrect pronunciation of his mother tongue. At least, this seems just at present his leading characteristic.

If one should say, "now let us go  
Without delay to the *deppo*,"  
Remarks one dude, "I shouldn't say so,  
You ought to say — to the *day-po*."  
Another dude with dainty step — oh!  
Will wiggle along to "the-aw, you know-dep-po."  
Old Jones near by remarks "It's hot,  
I say my say and I say — *depot*."

We might avoid such variation  
By calling it 'a railway station.'

I might add "from one example learn all," *ab uno disce omnes*, but think you may be interested in hearing of another case, and this a case of decidedly pedagogic dudism.

The San Francisco Chronicle is quoted as speaking of a certain principal of a school as follows:

"Hitherto San Francisco has been comparatively free from anglo-maniacs; for, excepting an occasional traveller who electrifies the clerk and habitues of the Palace Hotel office by asking "what he shall do with the 'brawsses'" when he is desirous of redeeming his baggage from the transfer company, the Queen's English has not been inflicted upon the public ear." (With these words of preface, the paper proceeds to quote what two girls from the school in question were heard to repeat.)

"Hits awlf pawst ten, Attie, awnd I must go 'ome. Me mother will be hangry. Good-bye."

"Don't forget to come hover to me 'owse this hawfternoon, Hawnie," replied the other and they parted.

"Who told you to say 'hawfternoon?'" a gentleman asked of one of the misses. "The teacher," she answered. "Hall the boys awnd girls 'ave to do that." "Since when?" "Oh, a long time now. Our teacher says that hit is not proper to say 'afternoon.'" "You don't say so," said the gentleman. "What other words does

the teacher make you use?" "We have to say 'awnd,'" and she opened her jaws like a rock-cod, to give the proper pronunciation, "awnd 'dawg', too, 'brawss,' awnd 'cawn't,' awnd 'pawk,' awnd 'mawn.' Oh, hits beginning to rwain," and off she went, leaving this as the record of her principal's teachings.

This sort of an educational dude is not indigenous to the soil of Maine; he will have to be imported. Let us prevent his entrance. 'Old Jones' is better than he. Diamonds in the rough are infinitely more precious than surface glittering tinsel.

In conventions, also, we need not stifle our voices in favor of condemning the introduction of unnatural means to hold the pupil's attention, as daily ranking in deportment and studies. It gives a death-blow to the enthusiasm of both teacher and pupil. We may set our faces against innovations which will disturb, but not improve. Going on from good to better, and keeping away the bad from outside, are easy when the influence of many is at our back.

One influence of teachers may be to quicken the pupil's powers of observation. Here are special opportunities. A horse was to one boy "an animal with a leg on each corner." I own a bit of composition that shows remarkable powers of eye-sight. It ought to be handed down to posterity. It is an answer to the question "what is government?"

"By government we mean to rule us and we couldn't be without one. John D. Long is our government and he is a republic."

What a Miltonic imagination! What acute observation of the text-book!

What influence think you all the teachers in the universe could have upon such a mind, especially when that mind was in the graduating class of a High school! Yet in all grades of minds, even to these, our influences are to be set working. The teacher's language must be civil. It must be concise, laconic; long preaching is not wanted. He must cut a clean swath through a subject where perplexities abound. He gains nothing by continual threats; he loses in influence thereby. His voice should never be raised above a certain key; he is then sure of keeping his temper within due bounds. He must, in other words, always be a gentleman, if he expects the influence of a gentleman. A rowdy's influence is mainly through brute force; and in the school-room, out of place. Self-control, if exhibited by a teacher under galling circumstances, will win abundant reward, in the example given. So, in general, his habits and his manners will be searchingly noticed by the two hundred eyes of his pupils, and many of the defects, as well as the excellencies, will be imitated. His example far exceeds his precepts.

The teacher's specialty is the pupils' beacon-light. They follow it gladly; for he is in earnest, and they know it. Is he a scholar? Look for them to rank high in the colleges. Is he a fine worker with the microscope? Watch their enthusiasm with the same instrument! Is he an active, pushing man in the business department? So are they. Does he love Natural History? His influence drives them to collect cabinets of insects, minerals and plants. Later in life it means for them methodical arrangement of their business affairs, system in all things, brought out in their youth. Is the teacher devout? So are they inclined rather to be—and this is said of the most careless. Is he not genuine? They soon perceive it. Does he smoke? They use his example to screen themselves. It is stated on good authority by Principal D. L. Smith, that in one term, just from the example of their teacher, all the boys of one school learned to chew tobacco—an evil and unclean habit, much easier learned than cured. Alas! who can forget the doings of a bad teacher or measure the harm he inflicts? Sad inheritance to any place is it. And who would wish to lose the example of a good teacher like Arnold, of Rugby. His name is a perpetual blessing.

"Whoever," says Rev. Robert Collyer, "gives a boy a passion for anything, books or business, painting or farming, mechanism or music, gives him thereby, a lever to lift the world, and a patent of nobility, if the thing he does is noble." He speaks of his passion for reading good books.

The teacher may influence the choice of books in the school library; unless they are presented, and then he may cull out. He may influence the reading of the pupils, showing them what books are to be "tasted, swallowed, chewed and digested." He may suggest, as Lord Bacon does, history, poetry, mathematics, natural or moral philosophy, logic or rhetoric, according as they need wisdom, ready wit, subtlety, depth, gravity or power to dispute. I know of two cases of 'dime-novel' reading, in which the fever was cured when Cooper's Indian stories were recommended instead. Boys like the best; and will have it, if they only know where to get it. The teacher's influence in this direction might be "one of the unacknowledged governments of the world."

The teacher's influence largely determines the physique of the pupils. If he favors out-of-door games, they are with him. He can influence in debating societies; school papers; in getting a school-library, if there is none; in base-ball; cricket; football; croquet and boating. Thus, each one under him may find an opportunity to develop his individuality; may have some path in which he is chief.

The master influences every circumstance in connection with his school: the grading; the choice of text-books; the care over all; the examinations, whether they are calculated to show what the pupil really knows and can do, or the opposite; the apparatus; the rules of the school; the amount of machinery in governing the school. He may have quiet, but not order. He may keep his pupils "forty rods off," or not. He may be sarcastic, and call children names before the whole school—stinging names, hard to be forgotten. Do I say '*he*'? Of the seventy-seven hundred teachers of the State of Maine, more than two-thirds are ladies; and it is not difficult, though more cruel, to substitute the lashing of the tongue for that of the rod,—and it is sometimes done. While not forgetting the lady teachers, let me revert to the master. He may say "my dear" to the young ladies and put them on the shoulder. He may try to form his pupils on one model; so that you may say of them all, as was said of the twins, "One looked so much like t'other that you could not tell both from which." He may bias his pupils to the wrong; he will reap his reward. If he says, "I'll learn you"; of course, they will. If he is an iceberg, they freeze. He often, if not always, has power to correct what the parent does not see or suspect. He influences the pupil's industry, obedience, truth-telling, private habits, honesty, perseverance, generosity, self-command, or their opposites, by his own qualities, good or bad, or by exhibiting justice, sympathy and love. His knowledge, increased by reading educational works and papers—its influence is wide. He is not thanked for having better information and better habits than most in the community. He *must have*. He must walk the streets a better and stronger man than the many. His influence is so great in morality, that I have often thought a minister could avail nothing against the continued influence of a bad teacher on a child's mind.

"Others may influence by the possession of wealth or dress, or a showy style; the teacher's realm is rather that of knowledge, or intellect, or morality exemplified in his daily life—of a philosophy seeking the highest good of his pupils." Be sure, then, ladies and gentlemen, that what you are, genuine or false, steady or vacillating, and capricious, learned or not, will in the end appear in your schools, and your influence will never die.

The second division of my subject brings in the school-room. School-room in-

fluences are various; as are all the influences grouped in this address. Experienced teachers have learned to discriminate between the bad and the good; although they may not be able to prevent the former. The influence of bare walls, of a cold room, of an ill-ventilated recitation-room, of seats occupied by persons of eighteen years of age, which were constructed for scholars many years younger; the influence of a noisy room, of miserably planned text-books; the influence, so disturbing, of tardiness or dismissal,—let others depict. These pleasant memories,—let others show forth. Mine be not the hand to disturb by a harrowing pen-picture even the many blades of grass that grow between two planks on which my pedagogic feet were accustomed to rest in an old brown school-house “in the days of yore”! Better than these are the influences of the modern room, where pupils find increasing inducements to do things at the proper time; to be on time; to do everything in an orderly manner; to put everything in its proper place; to be neat and clean about their persons, their desks and the floor; to care for books and other school property; to be economical in the use of crayons, pencils, books, ink, clothes, pens and paper; *to be busy in a busy room*. Stillness is good as a discipline, but not the stillness of death. The influences of pleasant hours spent in a school-room, where the teacher somehow had the knack and the tact to draw out the very best work of which the pupil was capable,—that influence will be as lasting as life itself.

The pupil, by seeing boot-brushes, mats, towels, water, a basin with soap in a dish near by, may be influenced. Who knows what may happen? Five cents a piece will pay the bill. Liquid ammonia and alcohol for spots on the clothes, carbolic acid for ink spots, needles, thread, buttons, strings and the like, for him or her to use,—these may teach the habit of self-reliance, or may serve to establish it.

Since the school is as the teacher; so the school-room somewhat reflects his ideas, if he be at all consulted in its make-up; yet he may not, as a rule, be blamed if the wood-work is painted in all the colors of the rainbow; if good ventilation is impossible; if the light is a positive injury to the eyes; if the feet slowly congeal, instead of resting on heating tubes, or near them; if the design of the whole room is just contrary to what any practical teacher would have advised. He would be censured if he failed to make the most of the cheerful influences for good to be gathered from the presence of plants, pictures, globes, maps, busts and scientific apparatus (as far as they can be procured), and of a piano that is used. This much be said for the school-room.

Of the influence of pupils upon pupils, Emerson says: “You send your child to the school-master, but ’tis the school-boys who educate him.” Well; but if he turns out badly, who gets the blame? Much of his tuition may come from the shop windows with their indecent pictures of low life; much does come from the street companions of whom the parents and teacher know but little. I am digressing; yet with a purpose; for the school-boys and the teacher must not be held responsible for what the street and street-mates do for a child. Blame the right ones. Emerson, however, does not overlook the good effect of right companionship. Neither should we. Good and bad influences of school-mates upon each other are alike too powerful to be set aside as of no consequence. Grant them full recognition. They proceed from a well-known principle that, “with pupils at school the *intellectual education* from text-books and teacher *comes last*; moral views earlier;—and by examples around him the pupil has learned almost everything else before his assigned lesson.”

Many find an argument right here against schools of large size, deeming it of all importance that the master or mistress shall come into personal contact with each pupil, and so have direct and ample opportunity to impress his individuality upon

each one instructed. So private tuition, where possible, is pretty apt to be thought the safest and most successful method of teaching. The associates can then be more carefully selected; the objectionable ones, more quickly removed.

But public schools are a necessity, and they must often be large; and in these schools, from the nature of the case, pupils must be allowed to mingle more or less freely, until they reach the High school. They are not perfect beings: they are not all bad: they are mostly good. But the influence of one depraved character in their midst no man can estimate. Sin is attractive, bold, aggressive. Mischief is ever busy, and catching. Vice "is first endured, then pitied, then embraced." The insidious leaven will leaven the lump. Moral contamination must not be sustained. 'Expulsion on the spot' should be a weapon never taken from teachers, but reserved for extreme cases like these.

Because of the strength of influences of pupil upon pupil, much stress is just now laid upon the expediency of having no recesses; and I favor their abolition. Some are counseling us to break up completely the school sessions, as such. They urge us to use school buildings, not for study, but for recitation purposes alone; so that the association of the young with each other may be kept at a *minimum*. This I believe to be a mistake. I would not forego certain advantages to be gained by having the school a unit. There is an enthusiasm where many are working, that makes the labor lighter and brighter. Besides, the young are strongly influenced by their superiors; and the upper classes in a school, by their manly and womanly bearing, exert an influence that is potent for great good. It should not be lost. It will help counteract some tendencies to evil. But I pass on.

Coming now to the influences of home on the education of the pupil, it is evident that but the merest sketch can be given; and that, at best, necessarily imperfect. I shall be brief. These influences are thought by nearly everyone competent to judge, to be the most powerful that ever reach the child. When it is remembered how many hours are spent at the home compared with those in the school or on the street; and when we take into account the intimate relations there existing among the members of the family, the freedom, the lack of reserve; and that this state of things began with the life of the child, and has continued during its most impressionable years—we do well not to underestimate the power of home influences.

Good manners begin at home. Home has often formed the child's character before the teacher receives him. Happy the child thus far moulded aright! Wretched, indeed, both child and his teacher if thus far the moulding has been wrong!

A lady, having three sons, expresses her belief that her piano, by giving them something to do in-doors, had a most important bearing upon their moral education. The language used by parents influences unconsciously. I know a man, not a dozen miles from here, who, being enraged at the discovered profanity of his son, said: "He didn't see where his boy learned to swear, unless it was in that *dashed* High school." Seemingly unaware of having himself uttered an oath, he illustrates one kind of home influence. An extreme case, perhaps.

A boy, I knew, played truant when very young. He never tried it again. His single introduction to the rod exerted such a wholesome influence, that many teachers subsequently reaped the benefit of it in punctuality of attendance taught then and there, once and forever.

"Spare the rod and spoil the child," when understood properly, has a place as a useful maxim in the home government; although the sentiment of the day in which we live, is decidedly as my little boy expresses it: "If you spare the child, papa,

you can spoil the rod." Would that teachers might never find the rod necessary! The millenium is not here, however near it may be.

Home example is persistent; repeated; "line upon line, and precept upon precept; here a little and there a little"; yes, a good deal; continuous; in season and out of season; day after day, week after week, months and years, kept up; the teacher's example is transitory, and changing in one sense; for rarely does the same teacher have charge of a pupil from the lowest grade to the very highest. Some good that the teacher might thus do, is never done; because the pupil is passed on from one instructor to another in his progress upward.

The influence of parents settles whether the child may study at home; may have a time set apart as his or hers; may have a room, a book-case, books, one newspaper, —what a power is this, the boy's or girl's own newspaper! It settles if things are to be held in common, or if rights are to be respected; if it is worth the while to save and store up. This is the very beginning of political economy. It settles whether pets shall be permitted; as dogs, cats, parrots, dor-mice, canary birds, squirrels, and even monkeys. "Out of two thousand criminals in American prisons examined on the subject, it was found that only twelve had any pet animal in their childhood." So says the Journal of Education of recent date.

The parents settle whether collections shall be made by the child of postage-stamps, minerals, insects, and plants; whether evening parties, dancing, vocal and instrumental music,—in public and in private, shall be carried on to the detriment of the pupil while in school, or not at all, or only partly. The food, the dress, exercise, all games and amusements, employments—these and many other things are under the particular direction of one or both parents; and they are mainly responsible for the results of their action.

Nor need poverty be without its influence to educate. The home of the poor man is full of incentives to work and development. Rarely does a man rise from the lower conditions in society to affluence or distinction, and wish to deprive any deserving one of the same chance to rise. Such selfishness is not the mark of the true American. In our land the humblest may have his tuition free until he enters the university. The Garfields and the Lincolns this land makes possible.

His two cents will buy the poorest man's child an *Enoch Arden* or *Goldsmith's Poems* or *Burn's Poems*; his three cents will get a play of Shakespeare. Verily the world's finest literature comes begging to the beggar to be bought. For two dollars is a library ready at hand Magnificent nineteenth century! How can we be grateful enough that we are living in it! The Chatauqua idea of a college in every home, is full of grand influences, and in keeping with the times.

I favor gratifying any innocent bent of child mind, if it is a marked and positive inclination. "Begin early to make a child what you wish," and use his or her bent of mind to aid you in your purpose. Control of the tongue on the part of the parent, is apt to be imitated by the child. He will not tell tales out of school. The influence of indiscreet remarks by a parent against teacher or school, on the contrary, is immediately made evident by the subsequent disrespectful behavior of the child in school. Home influence, of course Still where many children faithfully represent their homes, good or bad, a few are the very opposite, illustrating, when they come from good homes, the old adage: "Deacons' daughters and ministers' sons, etc."

Home influence, in great part, determines the companions of the child, the adornment of the home with works of art, and beauty, the children's hour, the choice of books, the patronage of circulating and city libraries, and the regular attendance at church, —most important things, upon which my time will not let me tarry. I close this part

of the subject deploring one thing—the gradual disappearance of that old-fashioned deference of juniors to their elders, which was once so generally a noticeable characteristic of New England youth. Let us have it back again. Too great freedom in all things, it may be, is the peculiarity, I had almost said, sin, of the times. It is rife in religion, in politics, in amusements. Being in the language we use, what wonder if it appears in the manners? “Of the abundance of the heart his mouth speaketh”—so out of the fullness of the mind his body acteth.

But little more remains to be said. Your patience may be exhausted, but not the subject. All these influences to which you have been introduced, and many more, are centered upon the youth of every community. Upon them are focused these influences, until their intensity cannot be resisted. Let wise laws add their force. Let compulsory education be adopted for the general good of the State. Let the science of pedagogics be brought to perfection, and thoroughly studied; so that all may realize how true the saying that “education is the handmaid of religion.”

*Ladies and gentlemen of the Convention:*

Solomon with his wonderful, fabulous table of emerald is not here this morning, to give us the whole of this vast subject. The one glance into that magic mirror, that we would so ardently like to take, is not to be. We are to get no such comprehensive view. The full and true knowledge of all these educational influences working up to the present time, and the philosophy of their working, cannot be revealed by any one person as yet. That knowledge and that philosophy must be the result of the united action of several minds. Each one before me has in his or her heart something of this knowledge, something of this philosophy. Let us, then, turn our eyes inward, and, having deeply reflected upon this matter, with open voice take counsel together, with an earnest and conscientious desire, in so far as we are concerned, to

“Act well our part, there all the honor lies.”

B. REDFORD MELCHER.

---

## TARDINESS.

BY MISS M. A. POWERS.

As a member of the Executive Committee I tried to do my part, inviting and urging several teachers to prepare papers upon the subjects recommended by our State Superintendent, but became painfully aware that my *Powers* were not persuasive ones, for nearly all declined the honor I would have forced upon them.

This subject of Tardiness is that which remained on my hands, and what to do with it was the question. Surely it was deserving of attention, for what teacher has not had her heart sink within her at sight of the T-like marks on her register?

Those called upon to treat the subject said, “It’s a good subject on which to write; I’d take it if any, but think I’d better be excused this time; some one else would do better;” &c., &c.

Meanwhile like a hot coal this undisposed of subject rested on the mind and conscience of the executive committee woman.

She herself had had twenty cases of tardiness in one week, with no more satisfactory excuses for them than, by word of mouth, “Our clock was slow;” “I had to go on an

errant;” “Mother couldn’t comb my hair soon enough”; and a little note that read, “Dear Miss P., please excuse Harry and oblige, &c.”

Something must be done with this subject! Hence the following. To quote from the immortal Webster—not Daniel, but the namesake of the Ark man—“Tardiness is the quality of being tardy;” and “Tardy denotes the *habit* of being behindhand.” If that is the tardiness we are called upon to consider, a few words will settle the matter. Teacher, resolve yourself into a committee of one, and with the sanction of the parents, which you’ll have no trouble in gaining, *escort* the boy or girl possessing such a deplorable habit, every morning and noon to the field of your warfare, till the habit is changed to a better, and both are brought into the path of rectitude.

What more pariso-worthy deed would you do? Don’t sigh that your salary will not allow of your sending blankets to the South Sea Islanders, when such opportunities of doing good are right on the way to school!

But if it is that procession that, throughout the term, passes before the teacher’s desk, from one to ten minutes after the school is called to order, which is to claim our attention, our field for discussion is broader.

The teacher must confess to a feeling of annoyance when a pupil is three minutes tardy, not only at the time of its occurrence by the more or less disturbance it occasions, but that the register does not present as creditable appearance as would be liked. A fear haunts her that the committee will judge she has been remiss in duty.

Besides this annoyance, which of course is of small importance (unless the effect of it is felt by the school, then she gets a double share) the evils of Tardiness may be considered under two heads.

I. Upon the school.

II. Upon the scholar.

I’ve yet to see a body of persons—even of teachers—as a whole so interested in lecture, concert or sermon, that a late comer is not scanned till seated. If a school exists in which the majority of pupils will not do likewise, I should have fears that there were elements lacking in the composition of those pupils.

As application to studies is distasteful to the average boy and girl, and a small matter will distract his or her attention, so the more methodical the school arrangements, the better.

A tardy scholar appearing at a moment when all have settled to the work of the hour, creates a stir that may be felt throughout the session. The glance of curiosity takes the attention from the book and before it is returned something else claims it till the spirit of restlessness prevails.

But upon the scholar himself is the greater evil. Habits of carelessness and infringements on the rights of others are formed that all along the path of life will give annoyance to himself and others! We teach not for the day. So many children are there whose only instruction in such matters is received in the school-room, it is meet that we make every effort to check any habit that will be detrimental to their future good.

There are people of your acquaintance and of mine who try the patience of the most saintly by their non-appearance at an appointed hour; their failure to keep promises regarding work. They are late to business, home, hall and church. This failing of theirs is not the growth of a day. Is it not probable that in youth they were not taught that the rights of others should be respected? How many incidents can be cited of serious results following from being behind time.

“The best laid plans, the most important affairs, the fortunes of individuals, the weal of nations, honor, happiness, life itself, are daily sacrificed because somebody is behind



time. Five minutes in a crisis is worth years; the lack of such a short period has sent souls into eternity. If there is one virtue that should be cultivated more than another by him who would succeed in life, it is punctuality; if there is one error that should be avoided, it is being behind time." What more important lesson can be taught our pupils?

*Causes of Tardiness* are various. The weather of New England, of which Mark Twain "has counted one hundred and thirty-six different kinds inside of four and twenty hours," sometimes prevents the pupil from reaching the school-house in time. When the streets are so icy that one takes two steps backward to each one forward, time slips as well as feet, and doubtful things become exceedingly uncertain. Accidents will happen by the way and "things are not what they seem."

But in the majority of cases the cause lies with the parent and child. Could a teacher's authority extend to the forty homes from which representatives are sent to her court, no doubt the household machinery would be so arranged that at a given time it would turn out its big boy and little girl into such a groove, with the proper momentum, that they would arrive in the school-room in due time. Fortunately for parents, however, such despotism does not exist!

Domestic machinery like "best laid plans of mice and men aft gang a-gley." The wheels turn and turn but make no headway; they creak and jerk; the oil of patience is exhausted and nothing but time remains to set all right. But the hours are not many between the dawn of a winter's morn and school time, and if the operatives of said machinery sometimes oversleep, the time is reduced to a minimum. The body must be fed as well as the mind, which fact no one knows better than the mother of a family of growing boys and girls. And as fate would have it, the morning of the late breakfast is that of baking day. The larder has run low; molasses, kerosene and soap are wanting. That boy who is at once the joy and grief of his fond parents must go to the store. He goes, he returns with the necessary articles, minus soap. So over the ground he goes again, not without a backward fling, in tone rather inclined to staccato, "I shall be late to school." Jerusha tends the baby till mother can comb her hair. Meanwhile "relentless time" moves apace and nine o'clock approaches. Baby cries, mother hurries, Jerusha screams, "Oh! you pull!" Finally the children are off, but alas! Ichabod is late and Jerusha later because her hair is longer.

A reproachful if not a stern face wears the teacher when the delinquents arrive at the school-room; a reproof is on the lips when the reason for the late coming is given. With such a reception, do you wonder at the sullen look that creeps over the face of the boy as he goes to his seat, and the half saucy air of the girl? A family of my acquaintance depends upon the town clock for the time by which to send the children to school. Not long since a dense fog veiled the face of the faithful monitor from the point of lookout, and ere the mother eye was aware of the flight of time, her ear was reminded of the fact by the stroke of the aforesaid clock and the wailing voice of a child crying, "You've made us late! you've made us late!" simultaneously given. She rushed to offer words of consolation, but the children had started on a race that would come under the style known as "go as you please," while the breeze brought back the words, "You are to blame."

Another family having five children attending school, owing to company had a late dinner; consequently the children were tardy and teacher appalled at the increasing list of tardy cases.

Undoubtedly in these cases and others that might be mentioned the parents were at fault. But can we blame them?

Of course pupils themselves are often at fault, being careless, or rather, thoughtless

regarding the matter, not giving themselves time enough for their transit from home to school, or on the other hand taking too much time, so loitering by the way.

All cases of tardiness should be investigated and, in my opinion, privately. Occasional talks to the school on the rights and wrongs of the question should be given, and everything done to discourage the evil. Use thought in dealing with individual cases. Don't make a scholar feel so uncomfortable that he prefers being absent to being tardy. While expressing your regret for the tardiness, let him know that it is "better late than never."

In a certain periodical, better known to those who cater to the physical wants than to the mental, there is a department devoted to recipes contributed by different individuals, with the assurance added that they have been tried with success. Notwithstanding, occasional complaints are entered like the following: "I tried Mary Jane's hodge-podge, but think there must be something left out." It occurred to the writer, that a collection of recipes for curing tardiness might be in order, though Mary Jane's hodge-podge, there may be something lacking. Whatever that may be, it is to be hoped that teachers present will supply the necessary spice, as none of the recipes given are from them.

1. A bell rung from three to five minutes before the school hour, serves as a reminder to those who may be loitering.

2. In a certain school, it is a custom for the teacher and scholars to exchange morning greetings just after school is called to order, all standing till then. Good nights are said in a similar manner, at which time the teacher casually remarks or expresses the wish that *all* will be present the next day in season to bid her "good morning" as usual. The gentle hint serves its purpose.

3. Music a few minutes before the hour has its attractions.

4. A Teachers' Monthly of some years ago has the following, which has been used with good results: Commence to read a short story at the close of school in the afternoon, leaving off at an interesting point, with the promise to finish at the beginning of the morning session. Newspaper men should not have the monopoly of the magic words "To be continued in our next."

5. In Worcester, Mass., there was, and for aught I know to the contrary, there is a system that has its advantages. A scholar having had perfect attendance for four weeks is credited with a half-holiday that may be used to cancel a future necessary case of tardiness or half-day absence. But when we consider that the law of attendance there is compulsory, and that the half-holiday system must be uniform throughout the town, the plan is not so practicable for us.

6. However, there are trifling rewards, such as cards at the end of the week or month, or a badge of honor at the end of the term, which serve as incentives to aid in the cure.

But it may be necessary to resort to more severe measures to bring about the desired state. Penalties must be inflicted, and of these a variety may be mentioned.

Heads bowed upon the desk at close of sessions, a certain length of time; deprivation of recess with other scholars; extra lessons,—such as memorizing selections, writing a paraphrase a given number of times; making up five minutes time for each minute tardy, not requiring it all at once, but prolonging the "durance vile."

Should these and kindred remedies fail, it has been suggested that there is *another way* of appealing to the sensibilities of the guilty one,—a way that has been in use since Solomon's day; but it is not necessary to add, that only extreme cases require extreme measures and discretion should be used.

After all, there is no absolute cure for tardiness, and we can only attain the ap-

proximate. However, we must keep up with the times, even get ahead of them if possible, that the best and greatest results be achieved in our work. Though in this day of changes from local to Boston time; from Boston to "new standard," such getting ahead of time seems paradoxical, when we put our watches back twenty-four minutes and fifty-four seconds.

## HEALTH CONDITIONS FOR GOOD TEACHING.

By W. H. LAMBERT, Supervisor of Schools, Malden, Mass.

The moral atmosphere of the school-room depends upon the personal character of the teacher, and that character is determined more by the condition of the teacher's health than by any other one thing. Mr. Carlyle, in his inaugural address to the students at Edinburgh, urged them to regard health as the very highest of all temporal things. In life and literature there is nothing sadder than the constant wail which men and women make over the limitations set to their usefulness by reason of their physical infirmities. Even Carlyle says it would have been better for him had he attended more carefully to the needs of his body; and who can doubt that his ideas of man and of human institutions would have been less pessimistic, if, as in the case of Wordsworth, they had been responsive to a healthy organism, instead of being filtered through a dyspeptic stomach. We all recall the despairing cry of Horace Mann, for health commensurate with the great work upon which he had set his heart. The truth is, the scholars of this age have not yet recovered from the bad example inherited from the Mediæval saints, who believed that a religious soul could be the occupant only of a frail tenement. Even the burly Luther, who owed all his grand heroism to that tough physique of his, was wont, it is said, to ridicule Juvenal's *mens sana in corpore sano*. But thanks to the physiologist, who has proved the intimate relation between the body and the soul, the influence of the old pagan gymnasium is replacing that of the Monkish cloister. Our modern educational creeds recognize the importance of physical culture, and that school is wanting in duty to its pupils which does not include in its curriculum gymnastic training.

But while teachers carefully insist upon the physical culture of their pupils, the question is often suggested, "how far do they practice their own precepts?" Both experience and observation have taught me that teachers, as a class, are not careful of their health, and do not sufficiently value a good sound body as an element contributing to the largest professional success; that they too often forget that cheerfulness, courage, patience, temper, self-control, enthusiasm, and all the virtues which are the constituents of the atmosphere of the child-garden, in which are to grow and be developed the human plants committed to their care, are the products, very largely, of their bodily health. I think it must have occurred to every one that we have a tendency to surround our work with conditions that militate against our bodily well-being. Although teachers have more holidays, more and longer vacations for recuperation, yet statistics show that no class of people so early break down under their work.

I wish to refer briefly to some things which I believe are injurious to the health of the teacher, and incidentally to suggest their removal.

In the first place, I believe that teachers are too anxious. During term time they too often wear a troubled look, like men who walk on uncertain ground. The thous-

and little annoyances of the school-room, the natural friction attendant upon discipline, the dullness and indifference of pupils, are borne home, impairing appetite, destroying digestion and disturbing sleep. These concerns haunt the mind in what recreation the teacher is disposed to take, and nullify their beneficial effect. They are ghosts that will not down at his bidding. What wonder, then, that so many men and women fall early by the way, or are compelled to withdraw from the profession with shattered nerves and ruined health! That the occupation of the teacher is peculiarly exposed to events calculated to annoy and disturb the mind, no one who has any practical knowledge of the matter, can pretend to deny. But the warning should produce the guard. The profession that demands the most sympathetic and sensitive nature should be in the possession of the healthiest nervous organism. No occupation is free from harrassing concerns, and no man, who engages in any work of life, can expect exemption from daily cares. But he possesses the true secret of life who knows how to leave his anxieties where he leaves his work. Statesmen, generals, authors, men who have achieved great results in trying exigencies, have preserved a strength equal to their work by practising the priceless art of not worrying. Let the door that closes upon the school-room close likewise upon all its petty annoyances and anxieties. Let the teacher bear to his home a mind free, and susceptible to healing and healthful influences, that he may gain the rest and refreshment he so much needs for the renewal of his labor.

Akin to the worry and anxiety of the teacher is the neglect of proper exercise and recreation. Teachers, as a class, are noted for spare bodies, thin faces, hollow cheeks, and flabby muscles. The exceptions to this statement are the result of some strong constitutional tendency to stoutness, rather than to any special sanitary precautions. What physical destruction worry does not accomplish, over-study and confinement effect. "But," the teacher replies, "I have no time for exercise. I am confined to my school-room seven or eight hours daily, and the remainder of the time which can be taken from sleep must be devoted to the preparation of the morrow's lessons." The answer comes in the language with which the teacher often meets the objections of his pupils,—"Take time." "Health," says Emerson, "is wealth"; and the experience of all time confirms the assertion. The greatest power the teacher can carry into the school-room is a joyous, courageous, and enthusiastic disposition, the offspring of bounding health. Billiousness is as catching as enthusiasm, and the teacher always becomes the pupils' barometer, by which the latter may foretell the condition of his own mental atmosphere; therefore the preservation of health is a duty as important, nay, vastly more important, than the mental preparation for the daily work. It is now a common practice in our American towns, whenever a teacher is wanted, to advertise the fact, giving notice of the time and place where candidates are to be examined to ascertain their intellectual qualifications; and the candidate who bears this test most successfully is forthwith installed in the vacant position. Now, in such a test, the most important elements are entirely ignored,—love of children, equable temper and sound health. The best scholars often make the least successful teachers. John Milton and Samuel Johnson were marvels of profound erudition, but I don't know that they are reputed as successful school masters. It is not learning that the teacher needs so much as an active, human sympathy, that kindles the child's affections, and a generous enthusiasm that inspires healthy thoughts and aspirations; therefore I believe that the majority of teachers, if they fairly consult their own experience, will find that their first school was, in many ways, their most successful one. So soon as we cease to be boys and girls, we get beyond the level of childish life; and

blessed are they who never grow old to be men and women; whose souls, in a season of calm weather:—

“Though inland far they be,  
Have sight of that immortal sea  
Which brought them hither,  
Can in a moment travel thither,  
And see the children sport upon the shore,  
And hear the mighty waters rolling evermore.”

A cheerful school is always a successful one, and I hold that the success of a school is proportioned to the happiness of its pupils. Indeed, he who cannot teach a happy school has no right to teach at all. But how can a teacher be cheerful when a dispeptic stomach is torturing him with its never ceasing pangs; when a sluggish liver is throwing its saffron hues into his face, and rendering him dull and torpid; when the body is trembling under the thumpings of a flabby heart; and when the entire system is reduced under a nervous prostration?

There is another grave mistake into which we, as students, have fallen, that the greater number of hours given to work the greater the amount accomplished. If biography teaches one thing plainly, it is that our most successful authors and scholars have not spent a great amount of time over their books, but that they first learned Herbert Spencer's educational dogma, “the necessity of being a good animal.” Scott, Dickens, and Thackeray have taught us that the most active use of the faculties of the mind depends on a good digestion. There died in England, a few years ago, the most remarkable literary man of the age, who was pre-eminently successful as a novelist, a poet, a dramatist, and a statesman, and in all these departments exhibiting such a perfection of skill and such a profundity of erudition as to excite the wonder of his contemporaries; and yet Bulwer, at the close of his life, confessed that he never studied more than three hours a day, and even a less number while parliament was in session. It is related of Elihu Burritt, that he was more than once obliged to give up school teaching and betake himself to his leather apron and his blacksmith's hammer, because he could not work long enough while teaching to study with effect. Evidently we, as students, have many lessons to learn, but none more important than this,—that the use of the mind must be accompanied by the exercise of the body; that as Plato advises, the mind and the body must be driven equally like a pair of horses, if we would not reverse Juvenal's maxim, and have a *mens torta in corpore sano*.

A physiological writer says that the average expectation of life for clergymen is sixty years; lawyers, fifty-seven; physicians and professors, fifty-six; and at the end of a long table, he adds that teachers of primary schools, that is, schools below the colleges, are not over healthful nor very long-lived. A statement well calculated to fill with hope and encouragement the youthful aspirant for honors in primary work! But is there anything in the nature of the employment that should produce such a result? Teaching, of itself, beyond all controversy, is the most healthful and exhilarating occupation in which any man or woman can engage. Whatever is deleterious to health arises from accompanying circumstances, and the manner in which the work is carried on.

There is another practice greatly harmful to the teacher. I mean the excessive multiplication of details in school management. Think of the systems of marking, of the daily accumulation of written exercises of all sorts, of the piles of examination papers, of the records to be made up, reports to be prepared, and a score of such collateral school necessities,—or nuisances, as you please,—the most of which must be

attended to out of school hours, at that time which should be particularly the teacher's own. Some of these things may be of use in securing good work in the school-room,—so far let them stand,—but the mass of them should be relegated to the infernal Limbo, to which long ago have been consigned the leathern straps, and the Gerund stones, and all the inquisitorial implements of mediæval ignorance and stupidity. Add to this the practice of detaining after school the dull and the idle—a practice from which, through the teacher's conscientious desire to bring all to an equal limit of attainment, it is so hard to break away.

When, a few years ago, while I was a teacher in a city of a neighboring State, I returned to my home at night from a short walk at the close of my work, I had occasion to pass several school-houses, from which I saw issuing, at rare intervals, a solitary pupil. I had, through many boyish recollections, a sort of instinctive sympathy with these roguish delinquents; but because of later and sadder experience, I pictured to myself the teacher within. Suffering from the long confinement of seven, eight, nine hours often, when the sun has set and the shadows are falling, she closes the door behind her, and, utterly prostrated by the large nervous expenditure of the day, hastens to her home. After a light supper, for which the stomach furnishes no craving, and "digestion does not wait upon appetite," she returns to her tasks—records, and marks, and tests—until exhausted nature can do no more, and "sleep, that knits up the ravelled sleeve of care," comes to her relief. But even sleep, "great nature's balm," fails to soothe her troubled rest. All night long troops of infantile demons march across the field of her mental vision; in her dreams she endures all the petty annoyances of the day. The anxieties that gleom her waking hours return with redoubled force during her fitful sleep, and she awakes to her morning's work in worse plight than if she had been visited the night long by the horrors of the night-mare and all her nine-fold. What wonder she is fretful; what wonder the natural unrest of childhood is magnified through her shattered nerves into great breaches of school decorum; what wonder her pupils call her cross and peevish, and learn to dislike her; and what wonder that "teachers of primary schools are not over-healthy nor very long lived!" This should be reformed altogether. When the hour for dismissal has come let all the little ones be sent to their homes, and let the teacher follow instantly, and remain in the open air so long as the fragment of the day will allow; for I am assured, after much personal experience, that this practice of detaining after school is thoroughly useless, and defeats its own ends. I have never known a bad boy made better, nor a dunce converted into a genius, by any such practice; nay, rather, I have known indifferent boys made irretrievably bad, and dull boys plunged deeper into the depths of stupidity.

It remains to speak of one other thing that is detrimental to the teacher's health. "As dignified as a schoolmaster," is a proverbial comparison which has very naturally grown out of the common estimate of the teacher's character. Teachers feel that they needs must display a great deal of dignity, not only for the good discipline of their school, but also in order to inspire the respect of parents, forgetting that what may appear to be gravity among the Liliputians may be affectation among Brobdingnags. It is a very doubtful compliment to a teacher when it is said of him that he has a "pedagogic air." But aside from the social aspect of the question, all "starchiness" in character is unnatural, and therefore injurious to the health. The man who never unbends, who never throws off his load of dignity, and who does not instinctively seek to indulge in the playfulness and the unrestrained freedom of childhood, cannot be a healthy man. The kingdom of Heaven comes to us in this world only when we are in the condition of little children. Dr. Johnson "on a frolic," Lord Chatham playing at

marbles, and Walter Scott romping with his dogs, show us how such colossal minds unbend from their great tasks. I always liked that practice which many teachers have of taking part in the play of their pupils. It brings teacher and scholar together, more closely into sympathy with each other.

But what the teacher especially needs is an absolute freedom from all appearance of pedagogism out of school. An intimate friend of the late Dr. Dimmock tells me that this eminently successful manager of boys was in the habit of visiting the rooms of his pupils during the hours of recreation, where his presence was always the signal for a boisterous play, in which he indulged apparently with more relish than even the boys themselves. He would allow himself to be assaulted, thrown upon the floor, smothered with pillows, and pestered by all the ingenious devices which frolicsome boys can suggest, and amid it all his laugh would ring out loudest and longest. Whoever has read Stanley's Biography of that wonderful man, Dr. Arnold, has discovered that the secret of this great teacher's success consisted in his marvelous sympathy with boy-nature, arising from his abounding animal spirits. "When," said he once to a friend, "I cannot run up the library stairs three steps at once, I shall think it time to leave teaching." His admirers are fond of relating how, during the long autumn afternoons, he loved to stand in the school play-ground, and with what interest he used to watch the progress of the games.

In the early days of my teaching, when I felt that the dignity of the schoolmaster must be maintained at all cost, I once spent the afternoon of a holiday in the country, in the company of a well-known and successful normal school principal. We were a party of a dozen or more, consisting for the most part of young people, and among them some of this teacher's own pupils. Shall I ever forget the amazement that overwhelmed me as I beheld the wild actions, the unpedagogic gambols of that man! He ran over the hills like an untamed colt; he whistled; he shouted; he laughed with the girls, and climbed trees with the boys; he muddied his boots, tore his clothes, and smirched his face; and there was not an antic in the catalogue of the wildest boy of which he was not capable that day.

A superintendent of schools in one of the large western cities once told me that, in selecting a teacher, he made it an important consideration in the applicant's favor, if he knew how to tell a good story well. Indeed, I am of the opinion that an ability to indulge in a good, genuine laugh is a better recommendation for a teacher than a knowledge of the rules of cube root.

I have said enough to show that there are circumstances surrounding the work of the teacher which militate against his health, and by consequence against his highest success. That these circumstances are purely factitious, and in no wise natural or necessary, I firmly believe. Therefore, as we value our own happiness; as we desire a long life of useful work, and the completest success in our vocation; as we regard the importance of creating in our schools an atmosphere in which mind and character may be expanded into their highest perfection, let us lay aside the hindrances that so easily beset us, so that we may run without weariness the race that is set before us.

## STATE EXAMINATION QUESTIONS.

## SUMMER AND FALL TERMS, 1883.

## READING.

1. Define emphasis.
2. What is meant by inflection?
3. What is the penultimate?
4. Give a general rule for the application of emphasis.
5. What position should be assumed in reading? Why?
6. State the relation between mental comprehension and oral expression.
7. State the difference between reading and oratory.
8. What rule for the final consonant?
9. Define rhetorical pause.
10. Read the following with regard to emphasis and inflection.

## My hopes and fears

Start up alarmed, and o'er life's narrow verge  
 Look down—on what? A fathomless abyss!  
 A dread Eternity! How surely mine!  
 And can Eternity belong to me  
 Poor pensioner on the bounties of an hour?

## ARITHMETIC.

1. Describe and illustrate the method of finding the least common multiple.
2. Find the sum of: one thousand fifteen hundred-thousandths, plus eleven and forty-four thousandths, plus ninety-one hundredths, plus six hundred four ten-thousandths.
3. Divide 8 by .000005.
4. Give and illustrate the method of multiplying one common fraction by another.
5. How many fourths are equal to thirty fifths?
6. Reduce two and four-sevenths divided by three-fourteenths to its simplest form.
7. What cost 1365 lbs. hay at \$17.50 per ton?
8. Give the interest of \$147.60 for 17 months, 13 days at  $4\frac{1}{2}$  per cent.
9. Give the annual interest of \$350 for 4 years and 4 months at 5 per cent.
10. Sold a watch for \$28 and gained 12 per cent., what per cent. would I have gained or lost by selling it for \$24?

## GEOGRAPHY.

1. Name and bound the zones.
2. Upon what circumstances does climate depend?
3. From what is the height of mountains reckoned?
4. Name the principal watersheds of North America.



5. What causes change of season ?
6. Name the Greater Antilles.
7. What is the government of Spain ?
8. What is meant by the snow line ?
9. Where and what is Yellowstone Park ?
10. What are the two leading industries of the United States ?

## GRAMMAR.

1. What is meant by "parts of speech" ?
2. What is a verb ?
3. Define voice as applied to verbs.
4. Give a classification of pronouns with an example of each class.
5. Correct the following and give reasons:
  - a. Let each scholar who thinks so, raise their hand.
  - b. Where was you going the morning when I called ?
  - c. Will you let him and I sit together ?
6. Give a synopsis of the verb "come" in the indicative.
7. Analyze "To propose to a Mussulman of any piety, that the commander of the faithful should obliterate the distinction between Mohammedan and Christian, would be proposing to obliterate the distinction between virtue and vice."
8. Of what may the subject of a sentence be composed ?
9. Write a compound sentence and analyze.
10. Give a synopsis of the verb "lie," (to recline) in the subjunctive.

## HISTORY.

1. What were the peculiar religious beliefs of the Puritans ?
2. What colony was settled by Catholics ?
3. What had Sir Walter Raleigh to do with the settlement of this country ?
4. What was the stamp act ?
5. Tell what you know of Gen. Wolfe.
6. Give the dates of the following events:
  - a. Battle of Lexington.
  - b. Declaration of Independence.
  - c. Battle of New Orleans.
  - d. First attack on Fort Sumpter.
  - e. Assassination of Lincoln.
7. What battle closed the war of the revolution ?  
 " " " " rebellion ?
8. What President was impeached by the House of Representatives ?
9. Under whose administration was Louisiana purchased ?  
 " " " Alaska "
10. What was the cause of the Mexican war ?

## BOOK-KEEPING.

1. What is meant by single entry ?
2. What books are used and their contents ?
3. a. What are assets ? b. Liabilities ?

4. What is a balance, and how obtained?
5. a. Write a receipt on account. b. In full.
6. Write a receipted bill for four items of merchandise.
7. a. What is an invoice book? b. Cash book?
8. Write a negotiable note, and state why it is so.
9. What should be done on final settlement of accounts between parties.
10. What is an account of stock?

## PHYSIOLOGY.

1. What constitutes the framework of the body?
2. Of what are bones composed?
3. What is the medulla oblongata, and where located?
4. Describe the spinal cord, and state its uses.
5. Describe the stomach.
6. What is blood?
7. Describe the circulation of the blood.
8. Describe the lungs, their location and functions.
9. What is the office of the nerves?
10. State the functions of the skin.

## WINTER TERMS OF 1883-4.

## ARITHMETIC.

1. Give the method of finding the greatest common divisor.
2. Give and explain the process of division of common fractions.
3. Give the fourth term of the following proportion:  $3-4 \times 8-9 \times 3-8 : 9-14$  divided by  $6-7 :: 27$  divided by .009:
4. What per cent of a number is 1-3 of it?
5. A broker received \$6,500, with which he bought hops at 31 1-4 cts. per lb., after deducting his commission of 4 per cent. How many lbs. did he buy?
6. How many feet of boards will cover the gables of a barn 40 ft. wide, the roof forming an angle of  $90^\circ$ ?
7. What is the amount of \$127 for 3 yrs., 7 mo.s' annual interest, at 5 per cent?
8. Give the United States rule for partial payments.
9. If a pipe 1-2 inch in diameter discharge 60 gallons in an hour, how many gallons will a pipe 2 1-2 inches in diameter discharge?
10. How many bricks are required to build a chimney whose dimensions are 3 bricks by 3 1-2, height, 37 feet, allowing 5 1-2 courses to the foot, and the cost of the bricks at \$7 per M.?

## GEOGRAPHY.

1. What are great circles?
2. Locate—1, the straits of Malacca. 2, sea of Marmora. 3, Brazos river.
3. Draw a map of California, and locate the principal rivers and ranges of mountains.
4. What advantages accrue from the Suez canal?

5. Where are the principal—1, coal fields of the United States; 2, copper mines; 3, gold and silver mines; 4, iron?
6. Give the capitals of Germany, Italy, China, Canada, Australia, Cuba, Brazil.
7. What degree of latitude forms the northern boundary of Montana Territory?
8. Define the northern and eastern limits of the Carribean sea.
9. Name the sections of the earth where cotton is raised for export.
10. Name the five most powerful nations of the earth.

## GRAMMAR.

1. Define a Relative Pronoun.
2. Name the different relatives and give the rule of their use.
3. Write three sentences on eclipses.
4. Parse "he," in the sentence "He that hath ears to hear, let him hear."
5. What is mood? Tense?
6. Give the past perfect indicative of have, lie (to recline), go, hurt, die.
7. Analyze and parse the following:
 

*"Lives of great men all remind us,  
 We can make our lives sublime;  
 And, departing, leave behind us  
 Footprints on the sands of time."*
8. Correct and justify the following: 1. No one, however lost or degraded they may be, can escape the pangs of remorse. 2. I only saw him once. 3. The country looks beautifully after a shower. The disputants were aged on that.
9. How are verbs conjugated in the passive voice?
10. Define punctuation.

## U. S. HISTORY.

1. Who was John Cabot, and what discoveries did he make?
2. When and by whom was Mexico subjected to the Spanish crown?
3. Who were the leaders of the American revolution in Massachusetts? In Virginia?
4. Give some account of the services of Gen. Greene. Gen. Wayne.
5. When was the constitution adopted?
6. Give the names of the Presidents who served eight years.
7. What causes led to the war of 1812?
8. Name the States that passed ordinances of secession in 1861.
9. What was the most important result of the war of the rebellion?
10. How many men were enrolled in the armies of the Union? How many in the rebel army?

## PHYSIOLOGY.

1. State the composition and uses of the bones.
2. Explain the difference between "Flexor muscles" and "Extensor muscles."
3. How are muscles attached to the bones?
4. Explain the action of the diaphragm in breathing.
5. What is the liver and its office?
6. What organs are employed in digestion?
7. Describe the heart. The lungs.

8. State the difference between "Sensitive" and "Motor" nerves.
9. What deleterious gas is thrown from the lungs at every expiration?
10. Explain the process by which the blood is purified in the lungs.

## BOOK-KEEPING.

1. When and why should every person make a record or memorandum of all business transactions?
2. What should the day book contain?
3. How should the ledger differ from the day book?
4. How are accounts balanced?
5. Write a bill for four different articles of merchandise with three items of credit, the last of which shall be cash to balance.
6. Write an order for goods by express.
7. Write a receipt for cash in part payment of note.
8. What is meant by posting books?
9. What are bills receivable? Bills payable?
10. How are the profits and losses of a business ascertained?

## SPELLING.

Delegate, delicate, destructible, durable, pernicious, vendible, deference, scintillate, ventilate, traceable, cartilage, parliament, primer, swimmer, siege, seize, business, syllable, privileges, fiery.

# CONTENTS.

## I—OF REPORT.

	PAGE.
RETURNS .....	5
COMMON SCHOOLS .....	6
Comparative Statements.....	6
I. Resources and Expenditures.....	6
II. Scholars and School Attendance .....	7
III. Length of Schools.....	7
IV. Character of Schools.....	8
V. Teachers.....	8
VI. Text-Books and School Appliances.....	9
VII. School Districts and School Houses.....	9
VII. School Supervision.....	10
ANALYSIS OF STATISTICS.....	11
1. Resources and Expenditures.....	12
2. Scholars and Attendance.....	12
3. Length of Schools.....	14
4. Character of Schools.....	19
5. Teachers.....	20
6. Text-Books and School Appliances.....	22
7. School Districts and School Houses.....	23
8. School Supervision.....	24
9. Summary.....	25
FREE HIGH SCHOOLS.....	27
NORMAL SCHOOLS.....	32
Fiscal Statement.....	38
Reports of Principals.....	39
Castine.....	39
Farmington.....	42
Gorham.....	48
Madawaska Training School.....	53
Maine Central Institute.....	54
EDUCATIONAL ASSOCIATIONS.....	55
State Organizations.....	55
County ".....	60

	PAGE.
WHAT SHOULD OUR POLICY BE?.....	65
I. To Secure Better Instruction.....	65
II. Improvement in Text-Books.....	73
III. More Systematic and Thorough Work in Ungraded Schools.....	78
IV. Abolition of the District System.....	89
V. To Extend the Efficiency of High and Normal Schools and Teachers' Meetings.....	103
VI. Summary.....	104

---

## II—OF APPENDIX.

COMMON SCHOOL STATISTICS.....	2
Androscoggin County.....	2
Aroostook ".....	4
Cumberland ".....	8
Franklin ".....	11
Hancock ".....	14
Kennebec ".....	17
Knox ".....	20
Lincoln ".....	22
Oxford ".....	24
Penobscot ".....	28
Piscataquis ".....	32
Sagadahoc ".....	34
Somerset ".....	36
Waldo ".....	39
Washington ".....	42
York ".....	47
Summary ".....	51
SPECIAL COMMON SCHOOL STATISTICS.....	54
COMPARATIVE STATEMENTS.....	56
APPORTIONMENT OF STATE SCHOOL MONEY.....	58
Androscoggin County.....	58
Aroostook ".....	58
Cumberland ".....	59
Franklin ".....	59
Hancock ".....	59
Kennebec ".....	60
Knox ".....	60
Lincoln ".....	60
Oxford ".....	61
Penobscot ".....	61
Piscataquis ".....	62

	PAGE.
APPORTIONMENT OF STATE SCHOOL MONEY.	
Sagadahoc County .....	62
Somerset     " .....	62
Waldo       " .....	62
Washington  " .....	63
York         " .....	63
Recapitulation .....	64
FREE HIGH SCHOOL STATISTICS.....	66
SELECTIONS FROM PAPERS OF TEACHERS' MEETINGS.....	71
School Organization.....	71
Text-Books.....	75
Educational Influences.....	79
Tardiness.....	87
Health Conditions for Good Teaching .....	91
STATE EXAMINATION QUESTIONS.....	96
Summer and Fall Terms, 1883.....	96
Winter Terms, 1883-4.....	98